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AUTHOR Haughton, Donna D.; Enos, Donald F.
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ABSTRACT

This publication describes the Program Evaluation and Review Technique (PERT) network for the Preparing Regular Educators for Mainstreaming (PREM) project. PREM is a competency-guided program being developed at the University of Texas at Austin to prepare educators to meet the needs of exceptional children in the regular classroom. PERT is an administrative device for the improvement of the planning, controlling, and decision-making activities experienced in project development. This publication presents the PERT network developed for use in the three-year PREM project. Estimated expenditures of time for various activities and planned completion dates for different events are outlined. In an attempt to channel resources for the most effective utilization of time and energy, the critical path for the completion of the activities is provided. Also included are flow charts illustrating both intracluster and intercluster functioning. (Author/JG)

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PROJECT AND PERT DESIGN

MANUAL

FOR PREM©

BY

Donna D. Haughton

and

Donald F. Enos

Preparing Regular Educators For Mainstreaming Project

Dean's Office--School of Education

The University of Texas at Austin

1975

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PREFACE

This document describes the Program Evaluation and Review Technique (PERT) network for the competency-guided program being developed at The University of Texas at Austin to prepare educators to meet the needs of the exceptional child in the regular classroom. The Preparing Regular Educators for Mainstreaming (PREM) project was initially funded in June, 1975 by the Bureau of Education for the Handicapped, United States Office of Education. The 1975-76 year of the project will constitute the planning and developmental phase. Objectives of this phase can be classified into four major clusters: (A) Planning, (B) Identification of Competencies and Management Systems, (C) Major Programming of Activities and Evaluation, and (D) Administration and Organization. The 1976-77 year will constitute an exploratory-prototype phase with the 1977-78 year involving the refinement and dissemination of the program as well as the integration of the modules and field components into the courses and field components already existing in the regular teacher preparation program at The University of Texas at Austin. Objectives of these phases can be classified into four major clusters: (A) Planning, (B) Programming and Evaluation, (C) Implementation of Model, and (D) Administration and Organization.

Contained herein is the PERT network for the three year project. Estimated expenditures of time for activities and completion dates for events are outlined. In an attempt to channel resources for the most

effective utilization of time and energies, the critical path for the completion of the activities is provided. Also included in this document are the flow charts illustrating both intra- and inter-cluster functioning.

Forthcoming documents will include a description of the needs assessment activities and findings, the model utilized in generating competencies, the critical competencies or patterns of behavior determined to be most important in facilitating the mainstreaming concept, and a description of the methods to be utilized in assisting project participants in reaching these competency levels.

The project staff has given serious thought to the development of a functional plan of organization and model for the delineation of specific tasks in an attempt to provide other training projects with a structural model.

Lorrin Kennamer
Dean of the School of Education
The University of Texas at Austin

Edmund T. Emmer
Associate Dean for Teacher Education
The University of Texas at Austin

PREPARING REGULAR EDUCATORS FOR MAINSTREAMING

PROJECT FACULTY AND STAFF

Project Co-Directors:

Lorrin Kennamer, Dean, College of Education

Edmund T. Emmer, Associate Dean, College of Education

Project Coordinator:

Donna Denney Haughton, Ph.D.

Project Team Members:

Tammy Fariss, M.Ed., Special Education Teacher, Austin Independent School District

Stephen Hinshaw, M.A., Secondary Education Teacher, Austin Independent School District

Mary Ruth Thomas, M.Ed., Elementary Education Teacher, Austin Independent School District

Research Associates:

Donald F. Enos, Ph.D. Candidate University of Texas, and Teacher Corps Associate, University of Wisconsin

Glenna Sue Wade, M.Ed. Candidate University of Texas at Austin

INTRODUCTION

The Preparing Regular Educators for Mainstreaming Project (PREM) was conceptualized with the primary purpose being the development of a competency-guided program for the preparation of pre-service elementary and secondary teachers to meet the needs of children with handicapping conditions or with special learning problems. However, since a variety of groups exert influence on pre-service teacher preparation programs, the feeling was that regular in-service teachers, school administrators, the teacher education faculty, and district-wide administrators and supervisors should also be included in the planning, implementation, and evaluation of the preparatory experiences.

Unfortunately, the challenges of meeting the needs of exceptional children within the regular classroom have been traditionally ignored in most pre-service preparation programs for elementary and secondary educators. Since this is a relatively new concept in teacher education, the PREM Project readily lends itself to the PERT method of network analysis.

The Program Evaluation and Review Technique (PERT) is an administrative device for the improvement of the planning, controlling, and decision-making activities experienced in project development. This device not only provides for postmortem analysis and the gauging of remaining activities but also aids in the initial planning, implementation, and controlling of complex projects. The network provides the administrator with the necessary information to make objective decisions

concerning the prudent utilization of available resources in a given period of time.

The PERT system involves an initial breaking down of the complex goal or terminal objective of the project into individual components or tasks. A network showing the sequence of the individual components is then developed. Schedules are established for the work units thus providing a means of analyzing the time dimensions for unit completion.

This document explains the PERT network developed for the three year PREM project. Key decision points are designated in an attempt to anticipate efficient resource allocation. A perspective of the entire project can be enhanced by noting the interconnections of the major components of the project model.

This PERT network will also be utilized as a control device to evaluate the progress of the PREM Project. The critical path or longest time path has been designated showing the amount of time between events. Decisions involving the allocation of resources will, therefore, be made on the basis of progress along the critical path so that problems resulting in completion delays may be eliminated. Similar attempts aimed at preparing regular teachers for mainstreaming may find this organizational procedure and model useful in project development and evaluation.

BACKGROUND OF THE PROBLEM

Overview

The early pattern for programming of handicapped students was established in special education in the nineteenth century--a time during which full-time care as well as educational services were the preferred arrangement. Many residential schools for the deaf, blind, and retarded were established during those years and were the early efforts at the concept of equal access to educational opportunities for the handicapped.

One of the first steps to break the residential pattern took place in Providence, Rhode Island, where special classes for retarded students were begun at the end of the nineteenth century. Philadelphia and Los Angeles soon followed suit (Doll, 1962). As special education entered the twentieth century, the preferred system for delivering services to handicapped students evolved to special public school day classes within the community. This change was so widespread that by 1966 public day schools enrolled the largest percentage of the nation's handicapped students (Mackie, 1969).

State legislatures have had the effect of giving additional impetus to the development of special education programs at the local school district level. Every state now has some form of special education legislation. Mackie (1969) reported that 27% of the estimated 6.1 million school-aged handicapped children were receiving special education services

in 1963, whereas 15 years earlier that percentage had been only about 12%. Furthermore, by 1978 projections state that 85% of the school-aged handicapped will be channeled through appropriately designed educational programs.

Even though this reflects a picture of rapid advances in programs for handicapped students, it should be noted that the history of education for the handicapped within the public schools has largely been a story of rejection and denial. The initial incentive for the organization of special classes grew out of the need to relieve regular teachers and normal pupils of the burdens of catering to the individual differences of handicapped students within regular classrooms (Kaufman, Semmel, Agard, 1973). The theory underlying this administrative arrangement has been that specially trained teachers working with groups of students with like handicapping conditions can develop uniquely effective instructional programs within this special classroom setting.

The appropriateness of special class placement for all handicapped students enrolled in special education programs has been a topic of discussion over the past two decades. This questioning process has taken the form of a series of efficacy studies extending over a period of some 30 years (Bacher, 1965; Baldwin, 1958; Baller, 1936; Blatt, 1958; Carroll, 1967; Cassidy and Stanton, 1959; Diggs, 1964; Goldstein, Moss, and Jordan, 1965; Johnson and Kirk, 1950; Kern and Pfaetfle, 1962; Kirk, 1964, Mayer, 1966; Thurston, 1960). These studies have consistently failed to substantiate the efficacy of special classes for handicapped

students.

Legal Considerations

While it may be educationally sound to merge the differing types of educational programs--for economic efficiency and managerial considerations--it is legally necessary. The PARC vs. Penn case required that students previously designated by Boards of Education and school district leaders as requiring separate educational experiences be re-examined, relocated, and merged into the programs afforded nonhandicapped students. This action in 1971 was closely followed by Mills vs. Board of Education (D.C.) in which the plaintiffs, on behalf of the class of excluded individuals, alleged that the board was not providing a publicly financed and directed education to a substantial segment of the population deserving of and required by age to attend schools of the district. Additional decisions and statements of experts indicate that the legal, public-policy altering route will not be forsaken by special educators and parents until some other force fills the void of action (see Lori vs. State of California; Weintraub and Abeson, 1974; Kirp, 1974; and Weintraub, et. al., 1971).

Special Education in Texas

Special education programs for handicapped students in the State of Texas have developed generally parallel to those in the nation as a whole. The incorporation of such services into the public school domain started in 1945 when classes for the physically handicapped and for the

speech handicapped were instituted (Management Services Associates, 1968). The program's development between 1945 and 1967 in Texas has been described as an "adding to the categories" process (Vlasak, 1974).

Programs for the educably mentally retarded, school-aged blind, and school-aged deaf were begun in 1951. In 1955 services for the deaf-blind students were made available on a contract basis. In 1957, programs for the trainable mentally retarded were begun and in 1959 classes for preschool aged deaf students became available. In 1963 the program for the physically handicapped was extended to include students diagnosed as minimally brain injured. It was also at this time that the pilot program to serve the severely emotionally disturbed was expanded. This expansion of services often was accomplished through special interest groups making the needs of students with certain handicapping conditions known to the State Department of Education or to members of the legislature. The efforts of these groups perpetuated a categorical program approach for handicapped students and provided a rather implausible position for the advocates of the special class to defend (Vlasak, 1974). It was especially difficult to defend because since World War II there was evidenced a veritable wave of reaction to the traditional methods of separating, isolating, and institutionalizing divergent members of society (Willenberg, 1974).

As a result of the conflict in labeling and grouping practices in 1967, the Texas Education Agency retained Management Services Associates to study the special education services available to handicapped children

in Texas. The eighteen month study revealed some interesting results. For example, less than 50% of all handicapped children were receiving special education; many of the existing special education programs did not meet the educational needs of the children they served; costs of the existing program, despite its inadequacy, were high; too many children with adequate educational potential were spending their lives in state institutions; and many handicapped children were dropping out of school (Management Services Inc., 1968).

Based on that firm's report, Special Education in Texas, the Texas Education Agency made a series of recommendations to the Sixty-First Legislature, Regular Session, designed to extend and improve the state special education program. The legislature accepted the Texas Education Agency recommendations which were embodied in Senate Bill 230, Comprehensive Special Education for Exceptional Children, now Texas Education Code 16.16. Although Senate Bill 230 passed in 1969, its provisions did not become effective until the school year 1970-71. The legislature providing Comprehensive Special Education for Exceptional Children (Plan A) had two major underlying objectives:

1. The extension of special education services to include <u>all</u> handicapped children in the state; and
2. Special education services offered should be uniquely appropriate for each individual child.

The provision of comprehensive special education services was defined in the legislation to mean services to handicapped children ages three to

twenty-one, children of all handicapping conditions, and children living in all geographical areas. The provision of appropriate special education services was defined in the legislation to include provision of adequate appraisal services, instructional arrangements, instructional media and materials, and professional and paraprofessional personnel (Kaufman, Agard, Vlasak, 1973).

Plan A was intended to be introduced into local school districts over a five-year period. As a result, Plan A was pilot tested in five school systems during the 1970-71 school year. During the 1971-72 school year, Plan A was extended to 24 more school systems (Kaufman, Agard, Vlasak, 1974). During the 1972-73 school year, a total of 97 districts implemented Plan A. 1973-74 found 234 districts participating and 1974-75 found 452 districts participating (TEA, personal communication).

Evaluation of Plan A in Texas

Initial evaluation of Plan A programs was begun during the 1972-73 school year when the Division of Evaluation, Texas Education Agency, conducted a statewide survey to assess the comprehensiveness and appropriateness of special education services to the handicapped children in the state (Project PRIME). The report encompassed selected information from superintendents, program directors, special education supportive personnel, counselors, principals, teachers, and teacher's aides from 280 school districts randomly selected from a regionally stratified sample. Of particular interest was the information regarding in-service activities of regular classroom teachers working with the Plan A Concept.

Teachers responded to key concerns as follows:

1. Fifty-seven percent reported their districts had no staff development activities other than the ten days of required in-service.
2. Fifty-nine percent felt that the in-service activities provided met their needs somewhat; 14 percent felt their needs were met to a large extent and 27 percent felt their needs were not met at all.

These findings indicate that in-service education is meeting the needs of some but not the majority of teachers in training in the generic concept of special education. This, plus Agard's (1974) report of regular classroom teachers' resistance to the integration of handicapped students into regular classes, seems to justify the need for more training in the generic concept of special education. The survey also indicated that both teachers and administrators identified four in-service activities that were common to the high ranking needs of both. They were:

1. Individualized education
2. Career education
3. Developmental reading
4. Information about integration of handicapped children into regular classrooms.

A substudy of Project PRIME sought to identify variables concerning school principals' skills that correlated with teacher attitudes toward the practice of programming for handicapped children within regular

classrooms. Conclusions based on the finding of this study suggested that:

1. Educational administration and supervisory programs should increasingly emphasize the development of human skills and a clear understanding of the concepts underlying Plan A. These were seen as the most important ingredients to enhance programs in this area.
2. Principals and other general educators need to be more involved in decision making regarding programs for mildly handicapped students. When principals were closely involved in the programs, the operation was much more acceptable to all when a sense of ownership toward the program was evidenced.

Two other interesting recommendations from the substudy were related to pre-service and in-service training programs for regular classroom teachers. These recommendations focused on the need for sensitizing candidates to cooperative behavior to enhance team efforts.

It appears that the successful implementation of the practices necessary for mainstreaming depends heavily on developing accepting attitudes and skills by teachers and administrators. Training, to be more effective, must be readily accessible to regular classroom personnel on the college campus in pre-service as well as through in-service programs. Currently there are no pre-service programs being conducted, in a systematic way, for training regular classroom teachers to work with handicapped children. Therefore, Project PREM was funded to initiate pre-service programming and to develop necessary supporting activities involving in-service educators.

Considerations from the Literature

With the definite move toward "mainstreaming" in the country and in Texas, there is a lag in programming and in developing proper instructional techniques. For the most part the local school districts, colleges, and universities, and community agencies have busied themselves with adapting present programs and modifying strategies to accommodate this new demand upon their collective resources. The movement in resource development is centered around more varied uses of models for individualization of instruction (Gallagher, 1974; Wood, 1973; Ysseldyke, 1973). The implementation of developed resources hinges upon management systems, and work is advancing in developing new management systems (Frankenburg, 1973; Johnson and Mykelbust, 1967) and altering existing management systems for the tasks at hand (Colella and Foster, 1974; Hall, Shearer and Shearer, 1972).

When management systems and resources are available, the crucial affective problem, acceptance of the formerly designated "special" students by teachers and peers and by themselves, can be more readily attacked. Many value confrontation models are available, and teachers are beginning to see the significance for all concerned of the mainstreaming of previously non-mainstreamed students (Jones and Murphy, 1974).

The basic problems identified through the literature can be stated as materials development, development of requisite management systems, and creation of an atmosphere of acceptance among all concerned. These three areas require attention by all members of the instructional force, i.e., teachers, aides, administrators, and community resource people and agencies.

Summary of Background Information

Several points may be derived from this survey of the origins and development of the special education programs leading up to and through the Texas Comprehensive (Plan A) Law:

1. Progress has been slow but steady since World War II in the increasing educational coverage of students who are different for whatever the reason.
2. The boldest step possible has been taken in the form of Comprehensive Special Education for Exceptional Children (Plan A). An important feature of the plan is "mainstreaming."
3. Nationally and locally, educators are being told--by courts, legislatures, and citizens--that all children deserve and must acquire all the knowledge and skills which they are able to attain.

Educators in Texas have identified several key areas of need relative to successful implementation of the Texas Plan A:

1. Eighty-six percent of the educational personnel surveyed indicated that the existing in-service programs met their needs "somewhat" or "not at all."
2. Increased emphasis should be given to the development of human-relations skills.
3. The implementation (planning through evaluation) must involve all levels. It must be a systemic approach.

Three key areas of program development for training regular educators can be identified:

1. Materials (planning, development, and production) appropriate to the learning needs of a greatly varied population of students need to be designed.
2. Management systems need to be developed to implement materials and systems of instruction at the level of classroom, school, district, and region.
3. Techniques (human-relations) for creating an accepting atmosphere must be developed and implemented.

STATEMENT OF THE PROBLEM

The education of pre-service teachers for the regular classroom has traditionally ignored the needs of children with handicapping conditions or with special learning problems. Virtually the only related content in the traditional curriculum is the area of individual differences, where the "normal range" is given most emphasis. At best, the pre-service teacher may learn some characteristics of the various handicapping conditions and the special provisions which must be made by the schools to accommodate them. Unfortunately, even when taught, such knowledge competencies are not usually augmented by practica, nor do they address attitudinal concerns or specific instructional strategies.

The amelioration of this problem is not likely to be accomplished simply by adding a few modules to the regular teachers' preparation. Instead it must be viewed as a systemic problem, whose components include regular in-service teachers, school administrators, teacher education faculty, and district-wide administrators and supervisors. Each of these groups exerts influence on the pre-service teachers' preparation in various ways. Each of them must, therefore, be involved in planning and carrying out the changes attendant to preparing teachers for mainstreaming. The following goals and activities recognize and incorporate the interdependencies among these groups, with the viewpoint that no one group can be trained effectively in isolation from the others.

RESULTS AND BENEFITS EXPECTED

Objectives During Year One of Grant

The objectives for the project are most easily considered by dividing them into four major cluster areas: A. Planning, B. Identification of Competencies and Management Systems, C. Major Programming Activities and Evaluation, and D. Administration and Organization. Objectives of the first year within these four clusters are presented below.

Cluster A--Planning

1. Select and hire the educators who are to serve as key persons on the Planning and Development Team.
2. Design, select, and implement a joint college-community-school Advisory Committee including college students, local school personnel, local school organizations' representatives, parents of handicapped students, the local Teacher Education Center personnel, and college educators.
3. Design a Program Evaluation and Review Technique (PERT) network for the three year program, indicating key decision points and interconnection of major components of the program model.
4. Identify, establish communication lines, and form committees

with local and state agencies in the Austin area to facilitate field experiences in Years Two and Three.

5. The Planning and Development Team will identify instruments and procedures for evaluating delivery systems and modules developed in the Project.

Cluster B--Identification of Competencies and Management Systems

1. Survey state and national planning and training procedures, elicit responses relative to success of those various organizations/concepts, and derive by synthesis a model for planning change in the University of Texas at Austin sphere of influence.
2. Identify the minimal competencies for successful completion of the program by educators, regardless of specialty.

Cluster C--Major Programming Activities and Evaluation

1. Delineate and classify the minimal competencies for successful completion of the program by educators.
2. Develop modules in key areas (reading, writing, counting, career and vocational guidance, etc.) for use by faculty members in any subdiscipline.
3. Design and coordinate the equipping of an Educators' Laboratory to plan and teach the modules in this project.
4. The Planning and Development Team will supervise the pilot testing of delivery systems and modules.

5. The Advisory Committee faculty, and teachers will apply the evaluative instruments and procedures (identified by the Planning and Development Team) to all systems and modules developed for or brought into the project.

Cluster D--Administration and Operational Tasks

1. Prepare the entire proposal for Year Two, schedule the preparation of the Year Three proposal, and prepare and make available to appropriate authorities a Final Report of Year One Activities.

Objectives During Year Two of Grant

The 1976-77 year of the project will consist of activities involved with exploring the use of the prototype model as developed in Year One. Objectives for the second year of the project are presented below in relation to the appropriate major cluster area.

Cluster A--Planning

1. Select and hire educators who are to serve as key persons on the Planning and Development Team and to assist in the movement of participants through the modules and field components.
2. Select additional members and continue implementation of a joint college-community-school Advisory Committee including college students, local school district personnel, local school organizations' representatives, parents of handicapped students,

the local Teacher Education Center personnel, and college educators.

3. Detail the Program Evaluation and Review Technique (PERT) network for the second year of the project and make appropriate modifications based upon use of the system throughout Year One.
4. Maintain previously established lines of communication as well as identify and establish additional lines of communication involving local and state agencies in the Austin area to facilitate the field experience components for Years Two and Three.
5. The Planning and Development Team will identify instruments and procedures for evaluating the field experience component. Use of the resulting monitoring instrument will be implemented.

Cluster B-- Programming and Evaluation

1. The Planning and Development Team will survey pre- and in-service participants to elicit responses relative to the effectiveness of the training procedures utilized in The University of Texas at Austin model.
2. The Planning and Development Team will identify and reclassify additional competencies for successful completion of the program by educators, regardless of specialty.
3. The Planning and Development Team will revise modules in the key areas (reading, writing, counting, career and vocational guidance, etc.) for use by faculty members in any subdiscipline.

4. The Advisory Committee, faculty, and teachers will apply the evaluative instruments and procedures (identified by the Planning and Development Team) to all systems and modules.

Cluster C--Implementation of Model

1. The Planning and Development Team will supervise the movement of in-service personnel through the modules.
2. The Planning and Development Team and The University of Texas at Austin faculty will supervise the movement of pre-service personnel through the modules.
3. The Planning and Development Team will supervise the movement of administrators and other selected personnel through the modules.
4. The Planning and Development Team will analyze and evaluate the data collected on the instructional modules, delivery systems, and field components from project participants.

Cluster D--Administration and Operational Tasks

1. The Project Coordinator will prepare the proposal for Year Three.
2. The Project Coordinator will initiate plans for integrating the model into the University of Texas at Austin system.
3. The Project Coordinator will prepare and make available to appropriate authorities the Final Report of Year Two activities.

4. The Planning and Development Team will devise and implement a system for the dissemination of materials and information developed by and relating to the project.

Objectives During Year Three of Grant

The 1977-78 year of the project will consist of activities involving the refinement and dissemination of the project materials and the integration of the competency-guided modules and field components into the courses and field components already existing in the preparation programs at The University of Texas at Austin for regular elementary and secondary educators. Objectives for the third year of the project are listed below in the four appropriate major cluster areas.

Cluster A--Planning

1. Select and hire educators who are to serve as key persons on the Planning and Development Team and to assist in the movement of participants through the modules and field components.
2. Select additional members and continue implementation of a joint college-community-school Advisory Committee including college students, local school district personnel, local school organizations' representatives, parents of handicapped students, the local Teacher Education Center personnel, and college educators.
3. Detail the Program Evaluation and Review Technique (PERT) network for the third year of the project and make appropriate

modifications based upon use of the system throughout Year One and Year Two.

4. Maintain previously established lines of communication as well as identify and establish additional lines of communication involving local and state agencies in the Austin area to facilitate the field experience components for Year Three.
5. The Planning and Development Team will identify instruments and procedures for evaluating the field experience component. Use of the resulting monitoring instrument will be implemented.

Cluster B--Programming and Evaluation

1. The Planning and Development Team will survey pre- and in-service participants to elicit responses relative to the effectiveness of the training procedures utilized in The University of Texas at Austin model.
2. The Planning and Development Team will identify and reclassify additional competencies for successful completion of the program by educators, regardless of specialty.
3. The Planning and Development Team will revise modules in the key areas (reading, writing, counting, career and vocational guidance, etc.) for use by faculty members in any subdiscipline.
4. The Advisory Committee, faculty, and teachers will apply the evaluative instruments and procedures (identified by the Planning and Development Team) to all systems and modules.

Cluster C--Implementation of Model

1. The Planning and Development Team will supervise the movement of in-service personnel through the modules.
2. The Planning and Development Team and The University of Texas at Austin faculty will supervise the movement of pre-service personnel through the modules.
3. The Planning and Development Team will supervise the movement of administrators and other selected personnel through the modules.
4. The Planning and Development Team will analyze and evaluate the data collected on the instructional modules, delivery systems, and field components from project participants.

Cluster D--Administration and Operational Tasks

1. The Planning and Development Team working with the faculty at The University of Texas at Austin will facilitate the integration of the model into the preparation programs for regular elementary and secondary teachers.
2. The Planning and Development Team will devise and implement a system for dissemination of the model throughout the State of Texas and nationally.
3. The Project Coordinator will prepare and make available to appropriate authorities the Final Report of Year Three activities.
4. Materials and information developed by and relating to the project will be disseminated by the Project Staff.

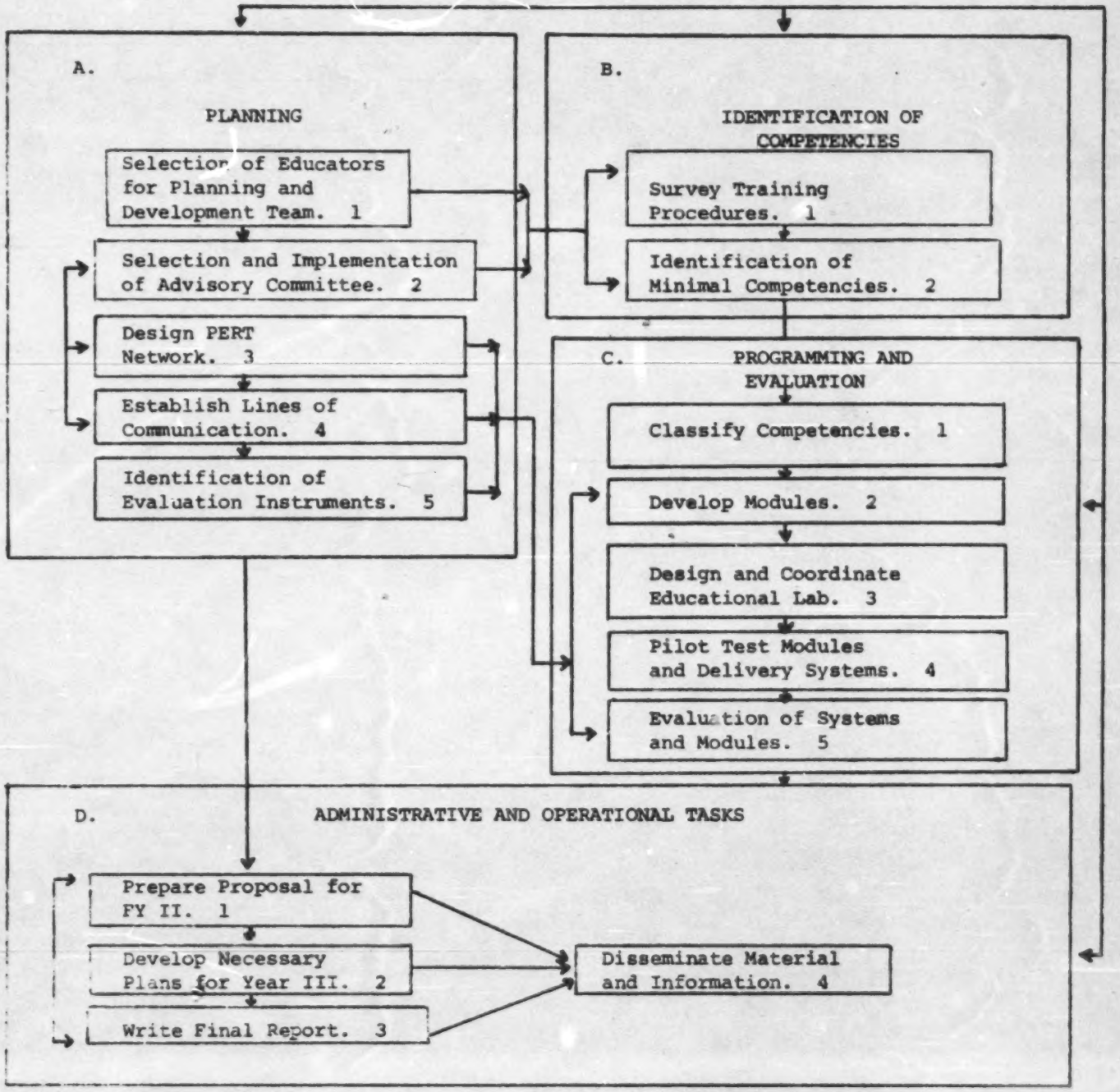
FLOWCHARTS AND PROJECTED TIMELINES

The following flowchart models are provided to show the intra- and interrelationships among the four major cluster areas for each of the three years of the project.

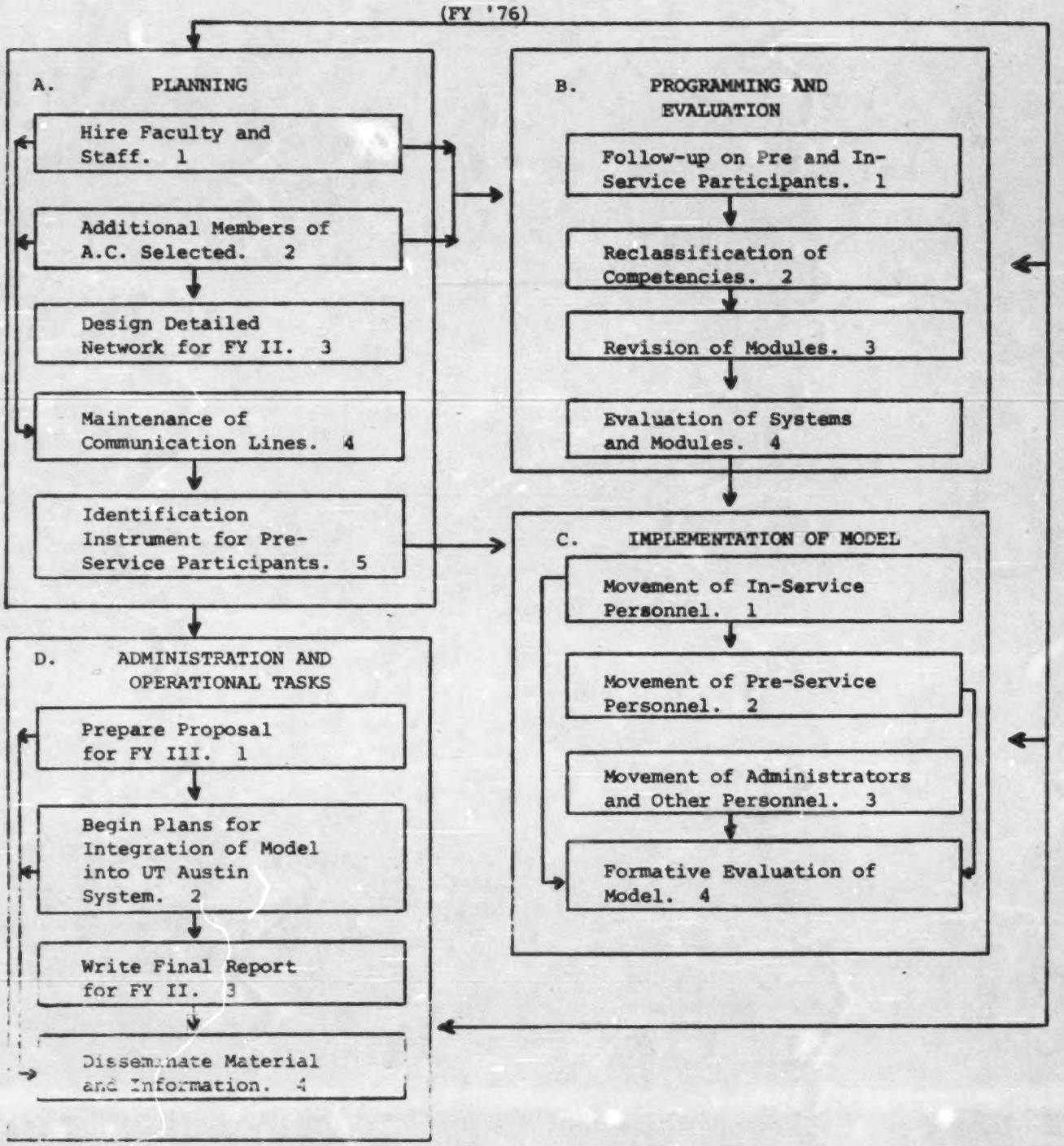
In addition, charts are included which show the projected strategy timelines for the major objectives as they are broken down into component items.

FLOWCHART MODEL OF PREM MAJOR CLUSTERS

(FY '75)

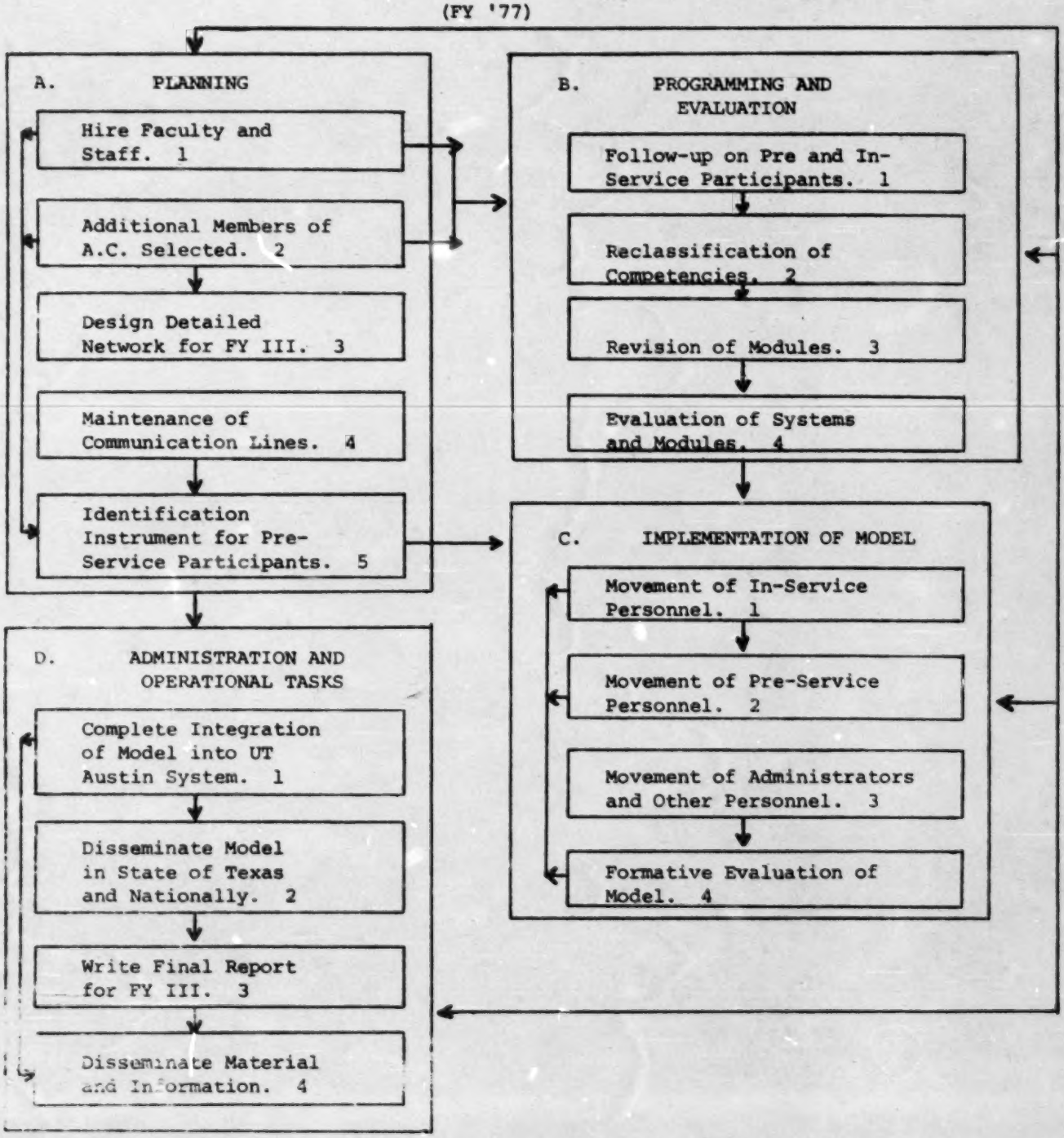

A.
PLANNING
Selection of Educators for Planning and Development Team. 1
Selection and Implementation of Advisory Committee. 2
Design PERT Network. 3
Establish Lines of Communication. 4
Identification of Evaluation Instruments. 5
B.
IDENTIFICATION OF COMPETENCIES
Survey Training Procedures. 1
Identification of Minimal Competencies. 2
C.
PROGRAMMING AND EVALUATION
Classify Competencies. 1
Develop Modules. 2
Design and Coordinate Educational Lab. 3
Pilot Test Modules and Delivery Systems. 4
Evaluation of Systems and Modules. 5
D.
ADMINISTRATIVE AND OPERATIONAL TASKS
Prepare Proposal for FY II. 1
Develop Necessary Plans for Year III. 2
Write Final Report. 3
Disseminate Material and Information. 4

FLOWCHART MODEL OF PREM MAJOR CLUSTERS

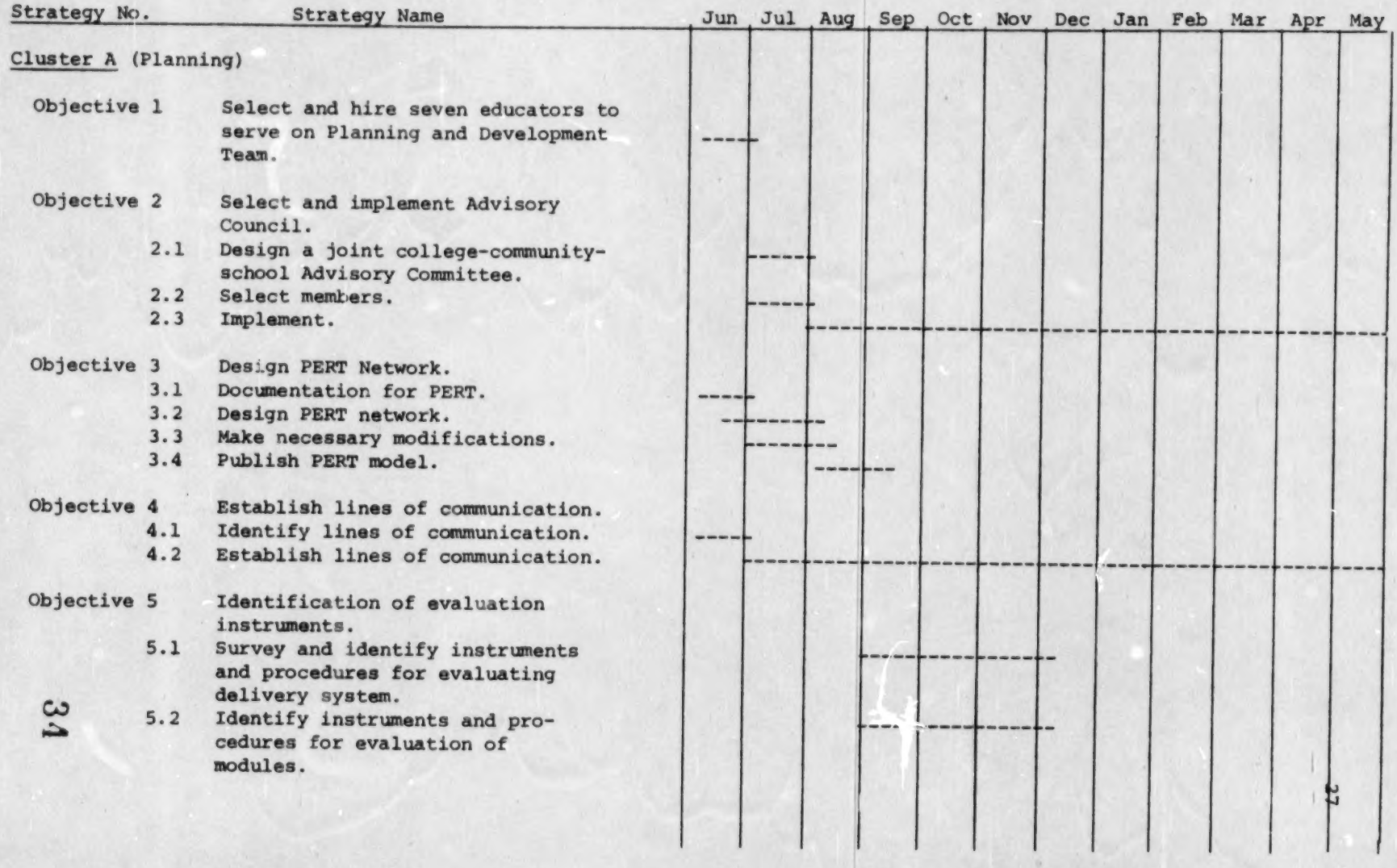

(FY '76)
A. PLANNING
Hire Faculty and Staff. 1
Additional Members of A.C. Selected. 2
Design Detailed Network for FY II. 3
Maintenance of Communication Lines. 4
Identification Instrument for Pre-Service Participants. 5
B. PROGRAMMING AND EVALUATION
Follow-up on Pre and In-Service Participants. 1
Reclassification of Competencies. 2
Revision of Modules. 3
Evaluation of Systems and Modules. 4
C. IMPLEMENTATION OF MODEL
Movement of In-Service Personnel. 1
Movement of Pre-Service Personnel. 2
Movement of Administrators and Other Personnel. 3
Formative Evaluation of Model. 4
D. ADMINISTRATION AND OPERATIONAL TASKS
Prepare Proposal for FY III. 1
Begin Plans for Integration of Model into UT Austin System. 2
Write Final Report for FY II. 3
Disseminate Material and Information. 4

FLOWCHART MODEL OF PREM MAJOR CLUSTERS

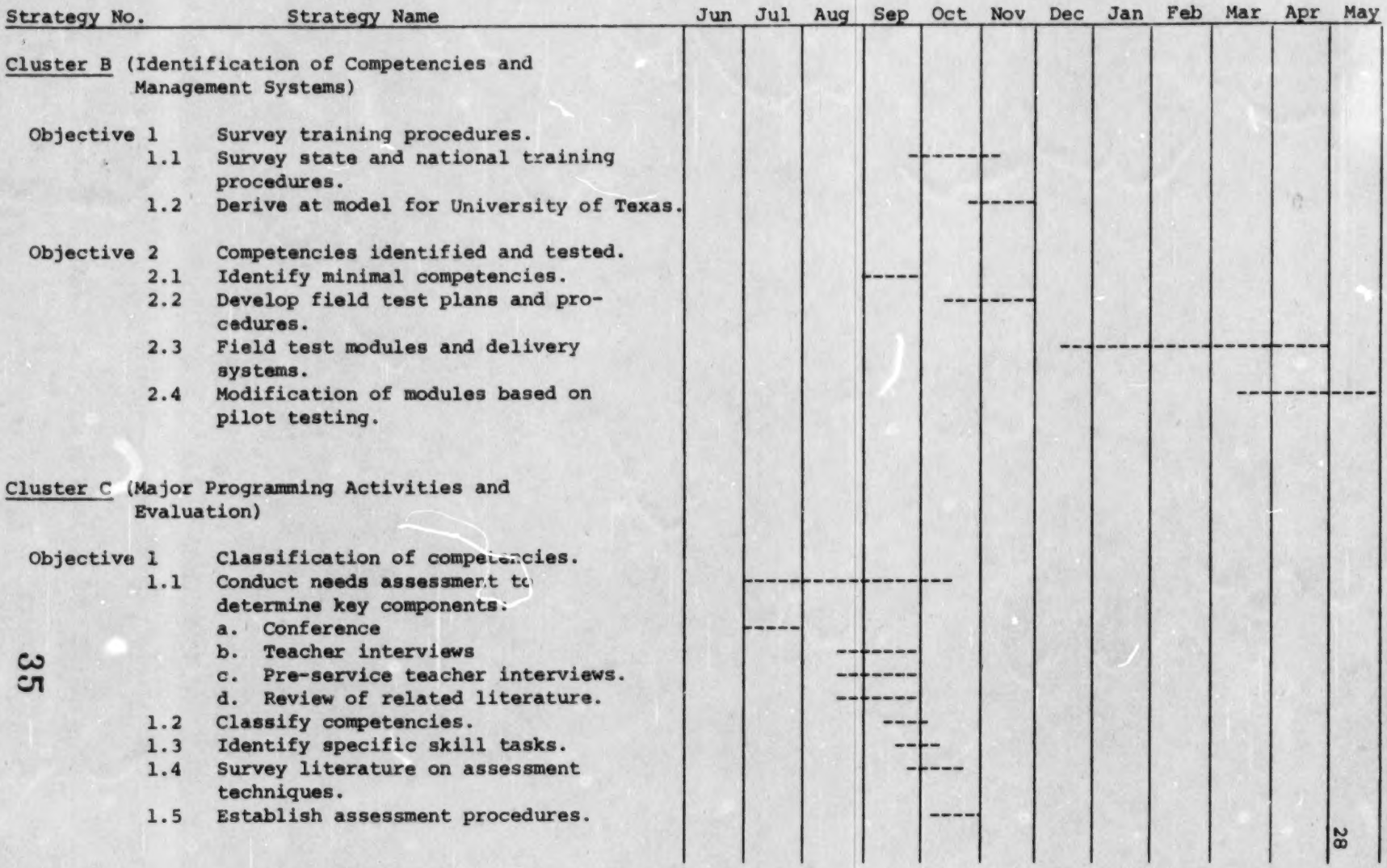
(FY '77)


A. PLANNING
Hire Faculty and Staff. 1
Additional Members of A.C. Selected. 2
Design Detailed Network for FY III. 3
Maintenance of Communication Lines. 4
Identification Instrument for Pre-Service Participants. 5
B. PROGRAMMING AND EVALUATION
Follow-up on Pre and In-Service Participants. 1
Reclassification of Competencies. 2
Revision of Modules. 3
Evaluation of Systems and Modules. 4
C. IMPLEMENTATION OF MODEL
Movement of In-Service Personnel. 1
Movement of Pre-Service Personnel. 2
Movement of Administrators and Other Personnel. 3
Formative Evaluation of Model. 4
D. ADMINISTRATION AND OPERATIONAL TASKS
Complete Integration of Model into UT Austin System. 1
Disseminate Model in State of Texas and Nationally. 2
Write Final Report for FY III. 3
Disseminate Material and Information. 4

PREM STRATEGY TIMELINES FY '75

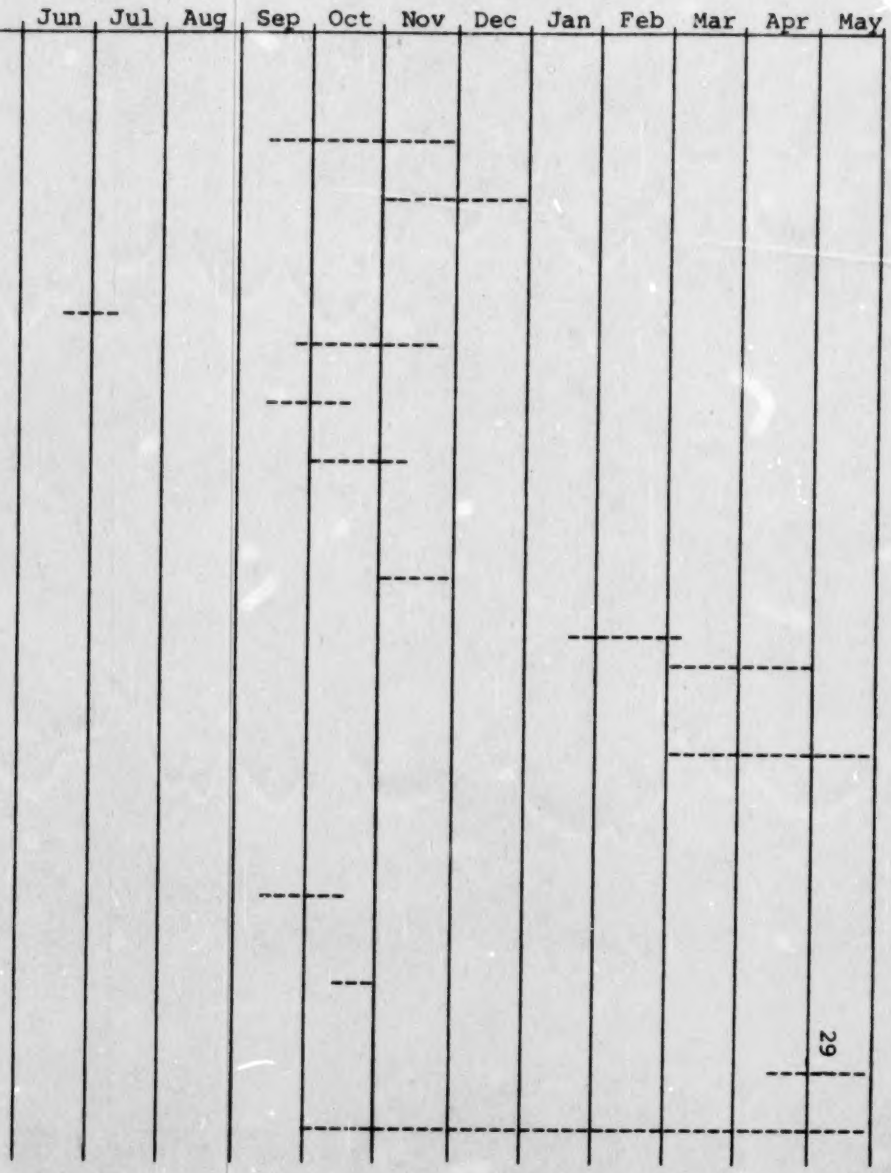


PREM STRATEGY TIMELINES FY '75

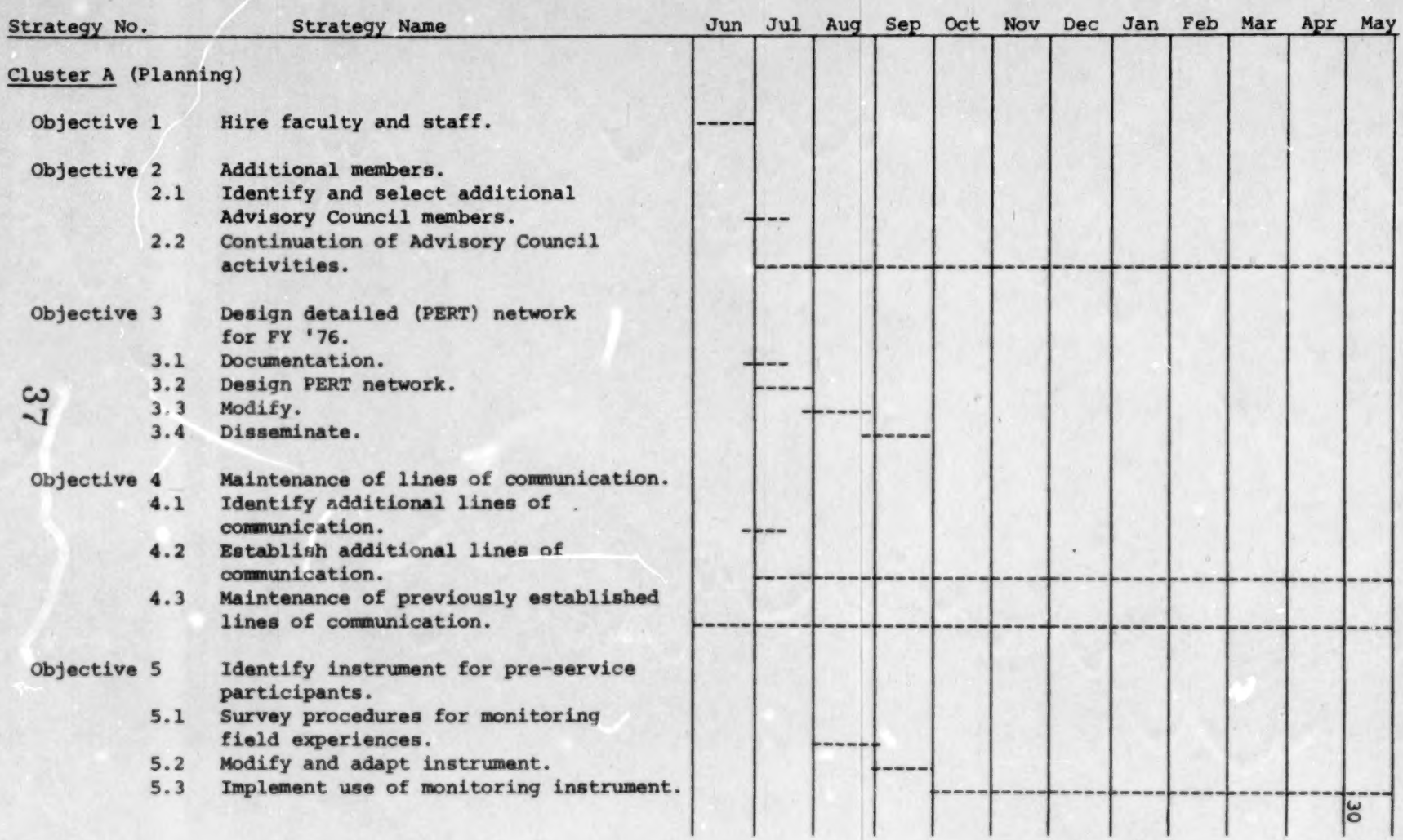


PREM STRATEGY TIMELINES FY '75

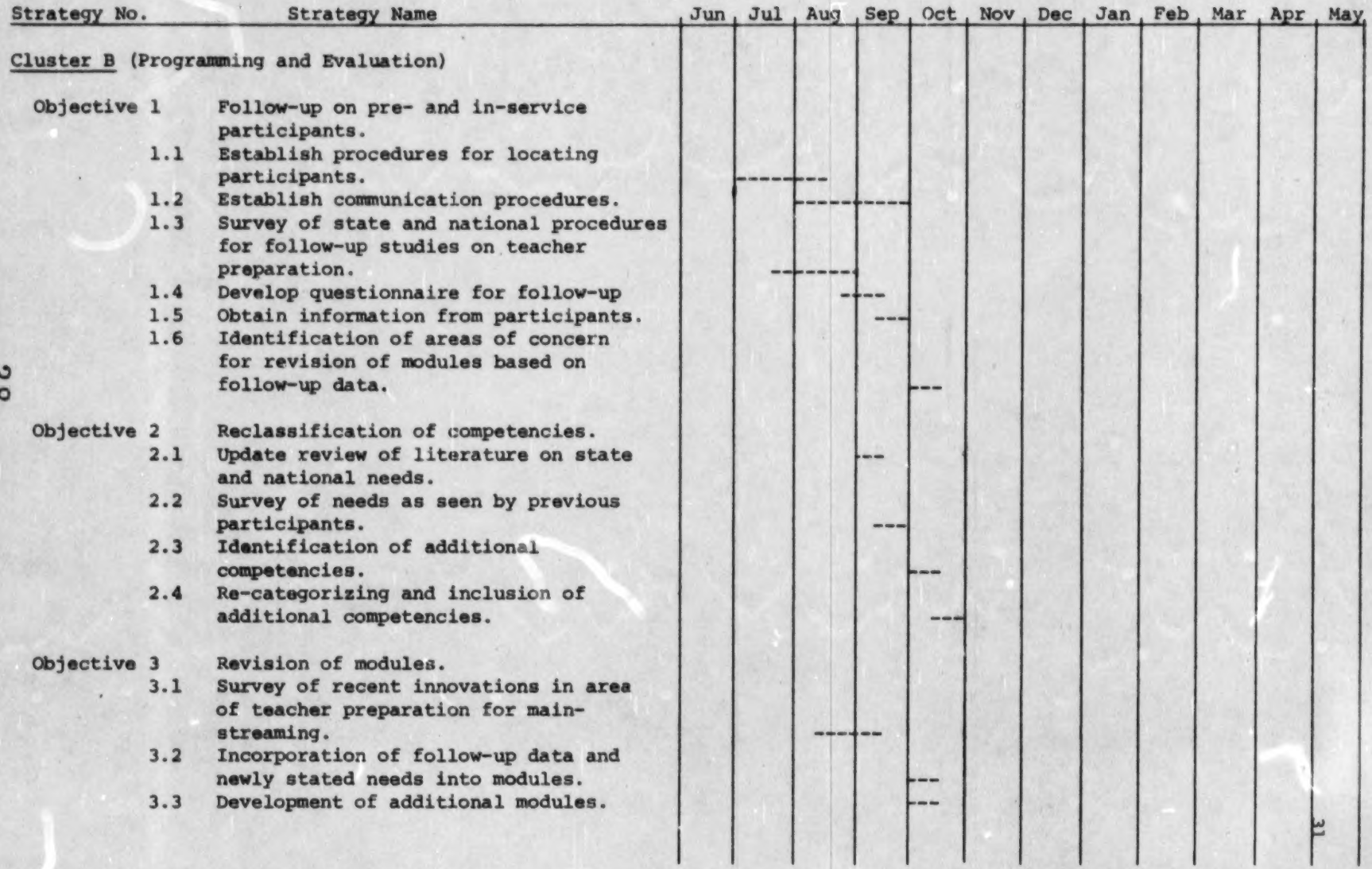
Strategy No.	Strategy Name
Objective 2	Develop modules.
2.1	Survey and adapt previously produced modules.
2.2	Develop additional modules deemed necessary.
Objective 3	Design and coordinate Educators Laboratory.
3.1	Locate site for Educators Laboratory.
3.2	Design plan for equipping Educators Laboratory.
3.3	Consult with Advisory Council on equipping Educators Laboratory.
3.4	Establish system for usage and accounting of equipment.
Objective 4	Pilot test modules and delivery systems.
4.1	Design procedure for field testing of delivery system and modules.
4.2	Supervise pilot testing.
4.3	Incorporate evaluation data into modifications.
Objective 5	Evaluation of systems and modules.
Cluster D (Administrative and Operational Tasks)	
Objective 1	Prepare proposal for Year II
Objective 2	Schedule preparation of Year III proposal.
Objective 3	Prepare final report of Year I activities.
Objective 4	Disseminate material and information.



PROJECTED PREM STRATEGY TIMELINES FY '76



PROJECTED PREM STRATEGY TIMELINES FY '76


Strategy No.
Strategy Name
Jun
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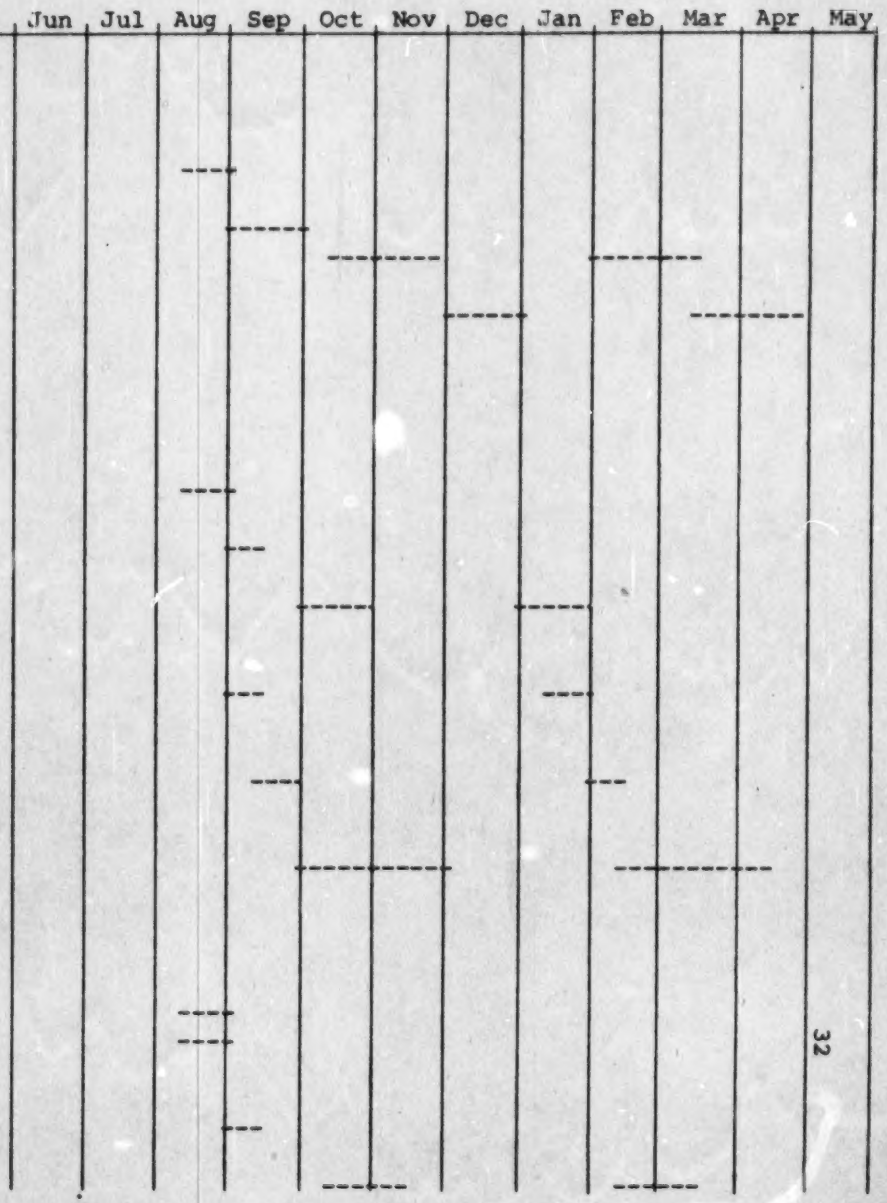
Cluster B (Programming and Evaluation)
Objective 1 Follow-up on pre- and in-service participants.
1.1 Establish procedures for locating participants.
1.2 Establish communication procedures.
1.3 Survey of state and national procedures for follow-up studies on teacher preparation.
1.4 Develop questionnaire for follow-up
1.5 Obtain information from participants.
1.6 Identification of areas of concern for revision of modules based on follow-up data.
Objective 2 Reclassification of competencies.
2.1 Update review of literature on state and national needs.
2.2 Survey of needs as seen by previous participants.
2.3 Identification of additional competencies.
2.4 Re-categorizing and inclusion of additional competencies.
Objective 3 Revision of modules.
3.1 Survey of recent innovations in area of teacher preparation for main-streaming.
3.2 Incorporation of follow-up data and newly stated needs into modules.
3.3 Development of additional modules.

PROJECTED PREM STRATEGY TIMELINES FY '76


Strategy No.
Strategy Name
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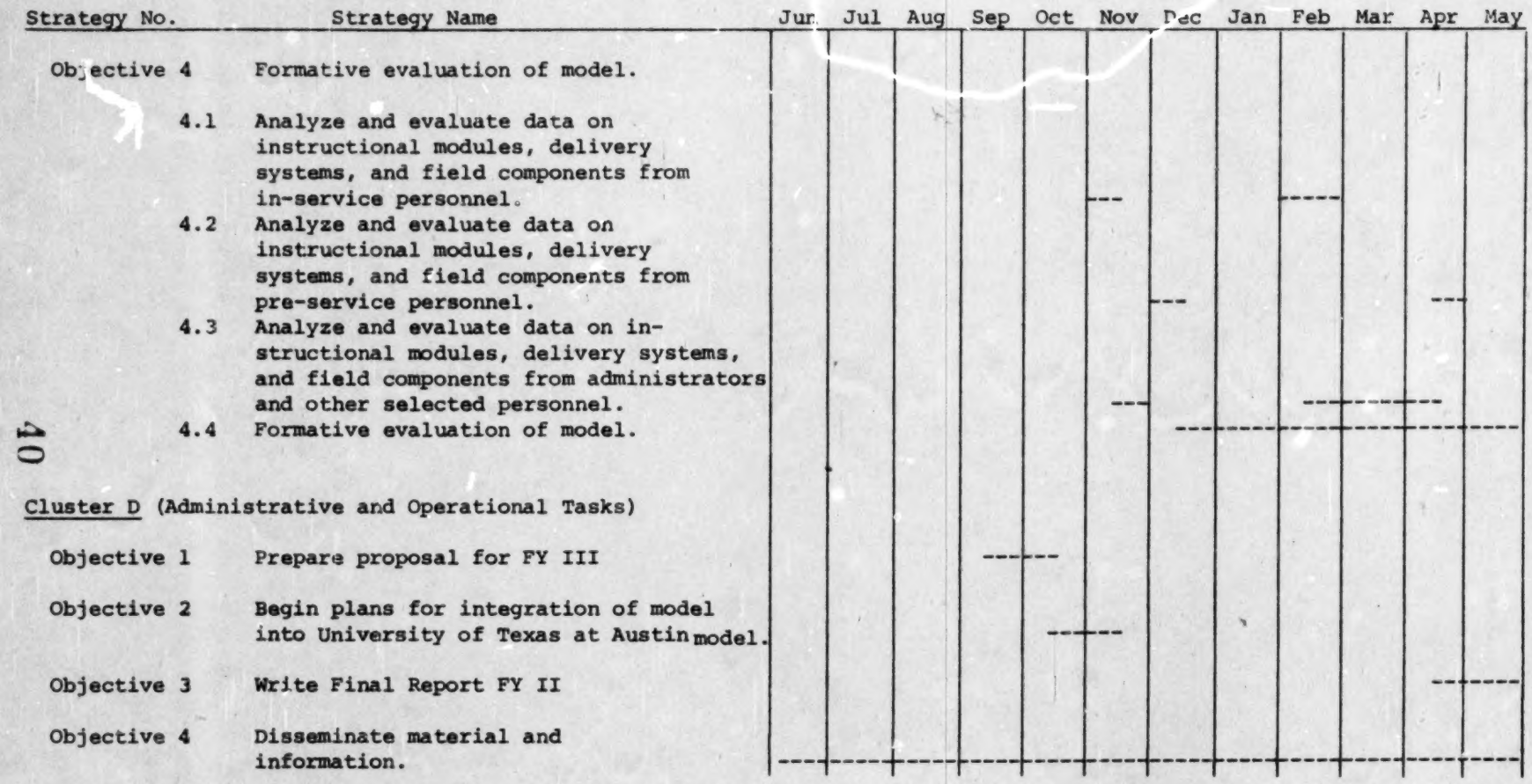
Objective 4 Evaluation of systems and modules.
4.1 Identify procedures needing revision for evaluating of systems and modules.
4.2 Revise procedures for evaluating systems and modules.
4.3 Supervise evaluation procedures.
4.4 Incorporate evaluation data into modifications.
Cluster C (Implementation of Model)
Objective 1 Movement of in-service personnel.
1.1 Selection of in-service personnel.
1.2 Schedule of in-service personnel thru modules.
1.3 Movement of in-service personnel thru modules.
Objective 2 Movement of pre-service personnel.
2.1 Selection of pre-service personnel.
2.2 Schedule of pre-service personnel thru instruction modules and field components.
2.3 Movement of pre-service personnel thru instructional modules and field components.
Objective 3 Movement of administrators and other personnel.
3.1 Selection of administration.
3.2 Selection of other personnel.
3.3 Selection of administrators and other selected personnel thru modules and field components.
3.4 Movement of administrators and other selected personnel thru modules and field components.

PROJECTED PREM STRATEGY TIMELINES FY '76


Strategy No.
Strategy Name
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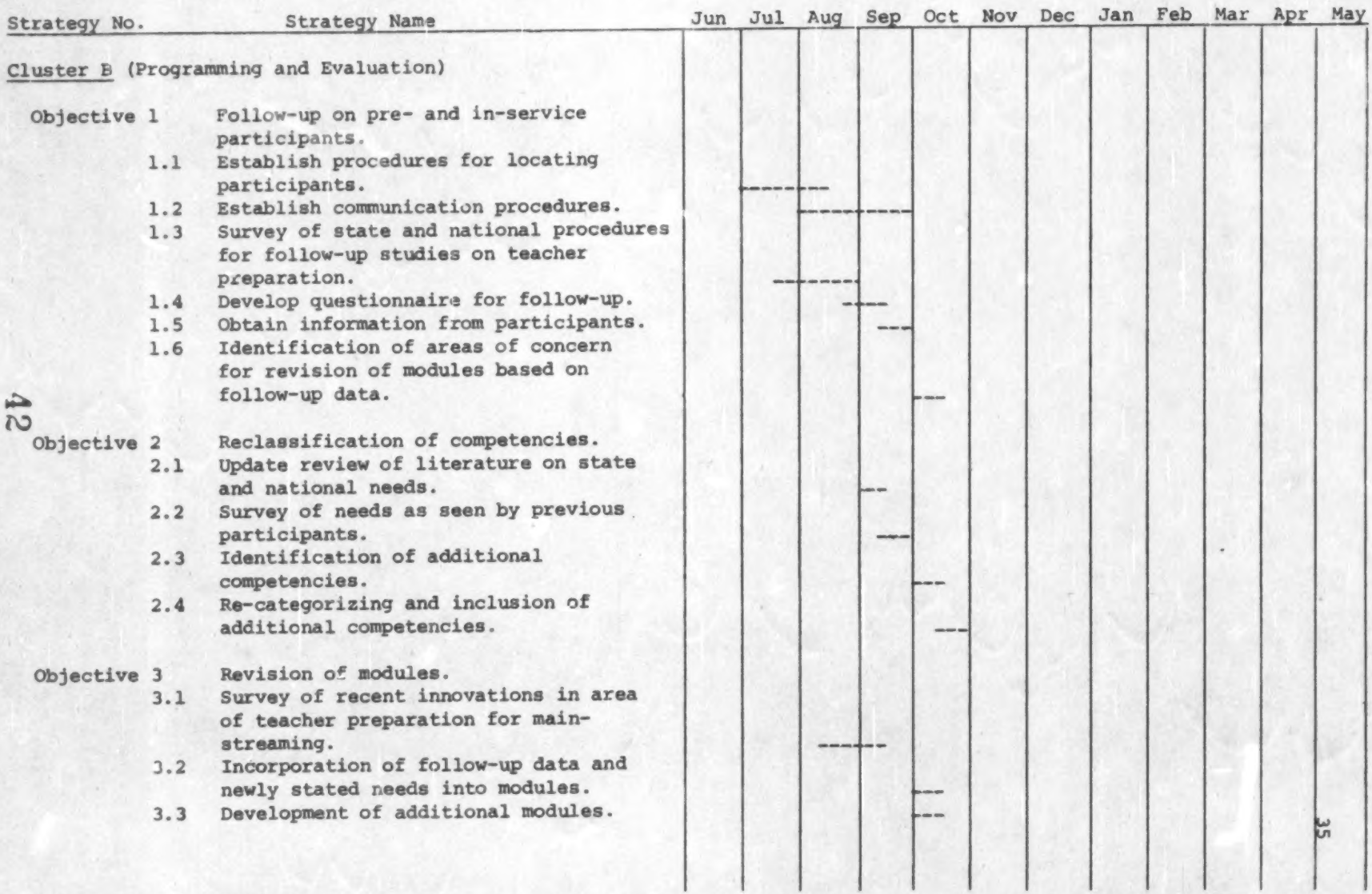
Objective 4 Formative evaluation of model.
4.1 Analyze and evaluate data on instructional modules, delivery systems, and field components from in-service personnel.
4.2 Analyze and evaluate data on instructional modules, delivery systems, and field components from pre-service personnel.
4.3 Analyze and evaluate data on instructional modules, delivery systems, and field components from administrators and other selected personnel.
4.4 Formative evaluation of model.
Cluster D (Administrative and Operational Tasks)
Objective 1 Prepare proposal for FY III
Objective 2 Begin plans for integration of model into University of Texas at Austin model.
Objective 3 Write Final Report FY II
Objective 4 Disseminate material and information.

PROJECTED PREM STRATEGY TIMELINES FY '77

Strategy No.	Strategy Name	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Cluster A (Planning)													
Objective 1	Hire faculty and staff.	-----											
Objective 2	Additional members.												
2.1	Identify and select additional Advisory Council members.		----										
2.2	Continuation of Advisory Council activities.		----	----	----	----	----	----	----	----	----	----	----
Objective 3	Design detailed (PERT) network for FY '77.												
3.1	Documentation.		----										
3.2	Design PERT network.		-----										
3.3	Modify.			-----									
3.4	Disseminate.				-----								
Objective 4	Maintenance of lines of communication.												
4.1	Identify additional lines of communication.		----										
4.2	Establish additional lines of communication.		----	----	----	----	----	----	----	----	----	----	----
4.3	Maintenance of previously established lines of communication.	----	----	----	----	----	----	----	----	----	----	----	----
Objective 5	Identify instrument for pre-service participants.												
5.1	Survey procedures for monitoring field experiences.			-----									
5.2	Modify and adapt instrument.				-----								
5.3	Implement use of monitoring instrument.					----	----	----	----	----	----	----	----

PROJECTED PREM STRATEGY TIMELINES FY '77


Strategy No.
Strategy Name
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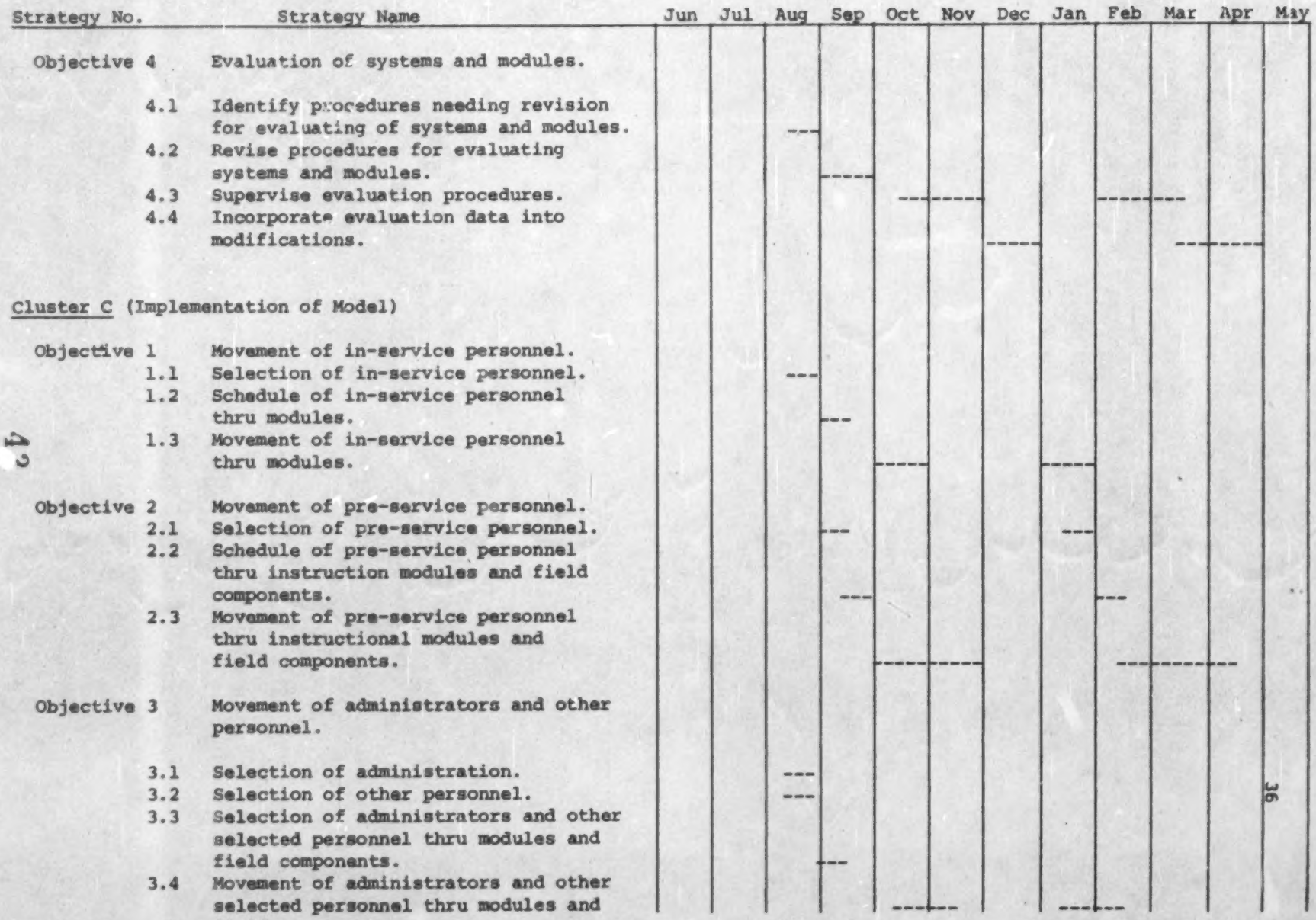
Cluster B (Programming and Evaluation)
Objective 1 Follow-up on pre- and in-service participants.
1.1 Establish procedures for locating participants.
1.2 Establish communication procedures.
1.3 Survey of state and national procedures for follow-up studies on teacher preparation.
1.4 Develop questionnaire for follow-up.
1.5 Obtain information from participants.
1.6 Identification of areas of concern for revision of modules based on follow-up data.
Objective 2 Reclassification of competencies.
2.1 Update review of literature on state and national needs.
2.2 Survey of needs as seen by previous participants.
2.3 Identification of additional competencies.
2.4 Re-categorizing and inclusion of additional competencies.
Objective 3 Revision of modules.
3.1 Survey of recent innovations in area of teacher preparation for mainstreaming.
3.2 Incorporation of follow-up data and newly stated needs into modules.
3.3 Development of additional modules.

PROJECTED PREM STRATEGY TIMELINES FY '77


Strategy No.
Strategy Name
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Objective 4 Evaluation of systems and modules.
4.1 Identify procedures needing revision for evaluating of systems and modules.
4.2 Revise procedures for evaluating systems and modules.
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4.4 Incorporate evaluation data into modifications.
Cluster C (Implementation of Model)
Objective 1 Movement of in-service personnel.
1.1 Selection of in-service personnel.
1.2 Schedule of in-service personnel thru modules.
1.3 Movement of in-service personnel thru modules.
Objective 2 Movement of pre-service personnel.
2.1 Selection of pre-service personnel.
2.2 Schedule of pre-service personnel thru instruction modules and field components.
2.3 Movement of pre-service personnel thru instructional modules and field components.
Objective 3 Movement of administrators and other personnel.
3.1 Selection of administration.
3.2 Selection of other personnel.
3.3 Selection of administrators and other selected personnel thru modules and field components.
3.4 Movement of administrators and other selected personnel thru modules and field components.

PROJECTED PREM STRATEGY TIMELINES FY '77

Strategy No.	Strategy Name	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Objective 4	Formative evaluation of model.												
4.1	Analyze and evaluate data on instructional modules, delivery systems, and field components from in-service personnel.						---			-----			
4.2	Analyze and evaluate data on instructional modules, delivery systems, and field components from pre-service personnel.							---				----	
4.3	Analyze and evaluate data on instructional modules, delivery systems, and field components from administrators and other selected personnel.						---			---	-------	---	
4.4	Formative evaluation of model.							----------	----------	----------	----------	----------	----------
Cluster D (Administrative and Operational Tasks)													
Objective 1	Complete integration of model into the University of Texas at Austin system.						-----	----------	----------	----------	----------	----------	
Objective 2	Disseminate model in state and nationally.								----------	----------	----------	----------	----------
Objective 3	Write Final Report.											---	-----
Objective 4	Disseminate material all year and information.	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------

PROGRAM EVALUATION

AND REVIEW TECHNIQUE

(PERT)

The detailed Program Evaluation and Review Technique (PERT) network for the first year of Project PREM as well as the flowchart for the three year sequence of major activities are contained herein.

An understanding of the time and resource restrictions and allocations can be obtained through an in-depth review of the detailed activities of the first year. Each completed event is listed along with the following information concerning expenditures in time as expressed in days:

(1) T_e represents the average or expected amount of time needed to complete the activities leading to a particular event.

(2) T_E represents the earliest time that an event can be completed. The earliest time that a particular event can be completed is computed by summing the expected elapsed time for each activity via the longest time path to that event.

(3) T_L represents the latest allowable completion time for a particular event so as not to delay the completion of subsequent events or the entire project.

(4) S represents the amount of slack time. The computation of slack time provides an estimate of the number of days which an event can be delayed and still not delay the completion of subsequent events or the entire project.

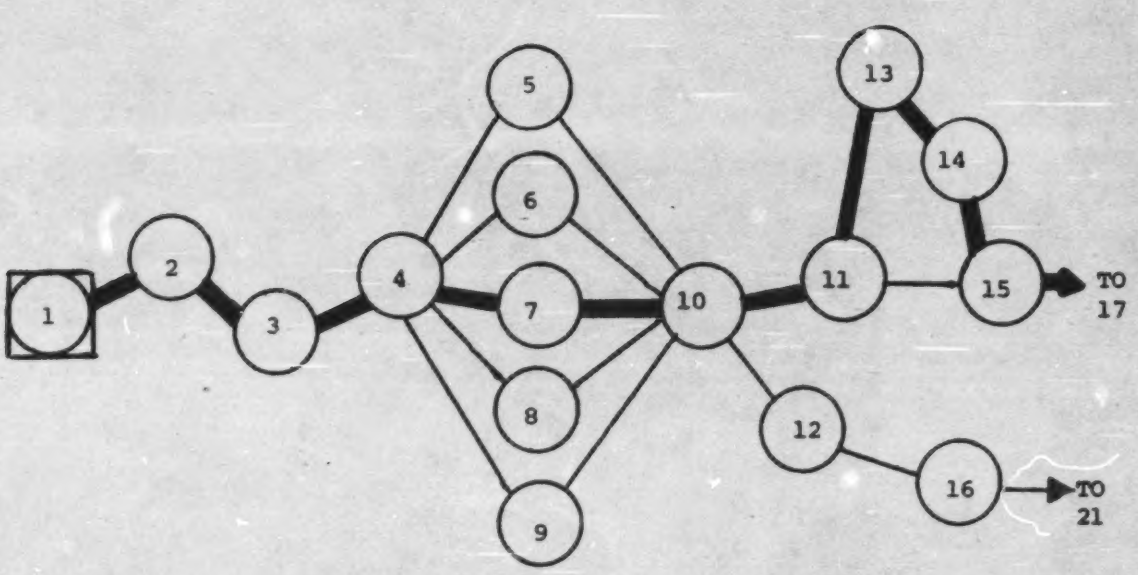
(5) Finish Date represents the actual calendar date on which each event is expected to have been completed.

The critical path which is designated on the figure represents the longest time path along the network from the beginning to the ending event. It should be noted that S=0 along the critical path. For this reason, resources are maintained for activities along the critical path.

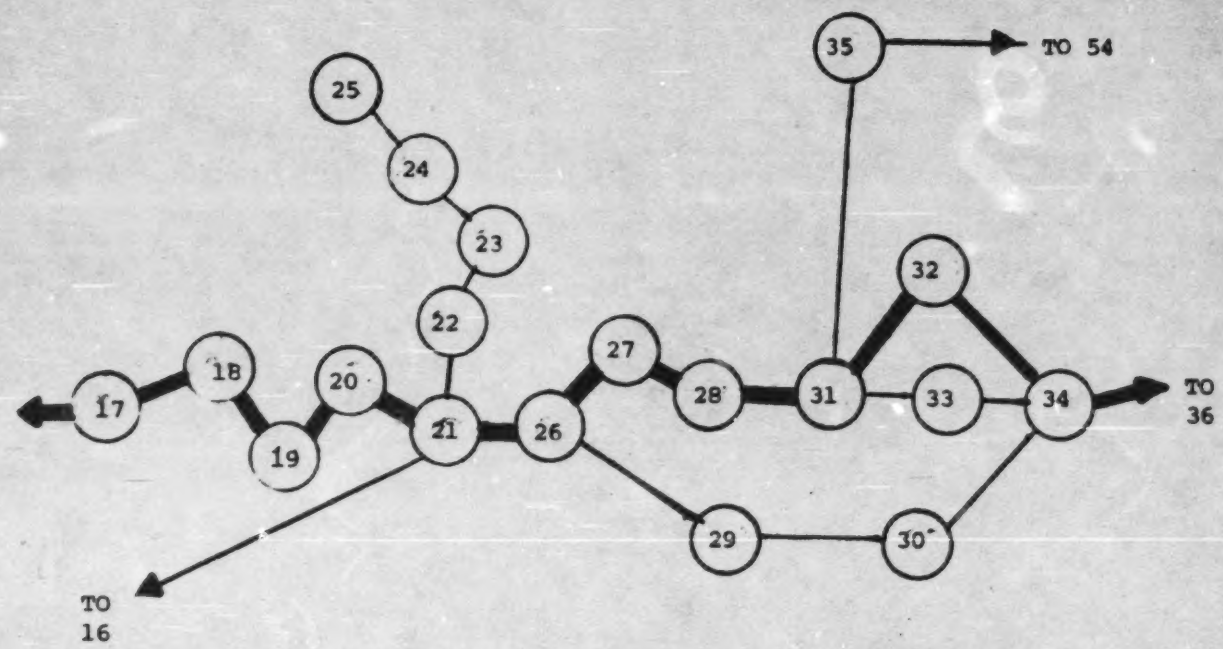
Events which are encased in a square constitute the completion of major project activities. This designation merely emphasizes the importance of these events.

Following the detailed outlining and listing of the events of the PERT network is an illustration of the network in its entirety. A greater understanding of the interrelationships among the events can be obtained by noting this figure.

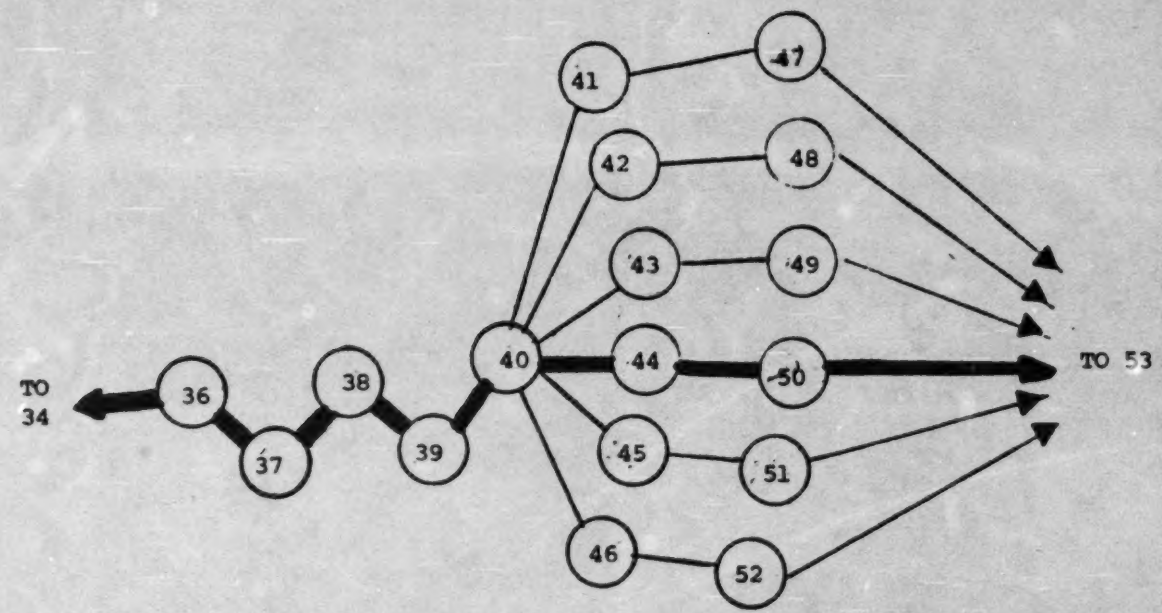
Finally, a flowchart for the three year sequence of the major activities is provided as an illustration of the network for the three year program, indicating the key decision points and interconnections of the major constituents of the program model. Stressed within this model is the dissemination of information obtained and synthesized and of materials produced and catalogued for use in preparing the regular elementary and secondary classroom teacher to meet the needs of all children.



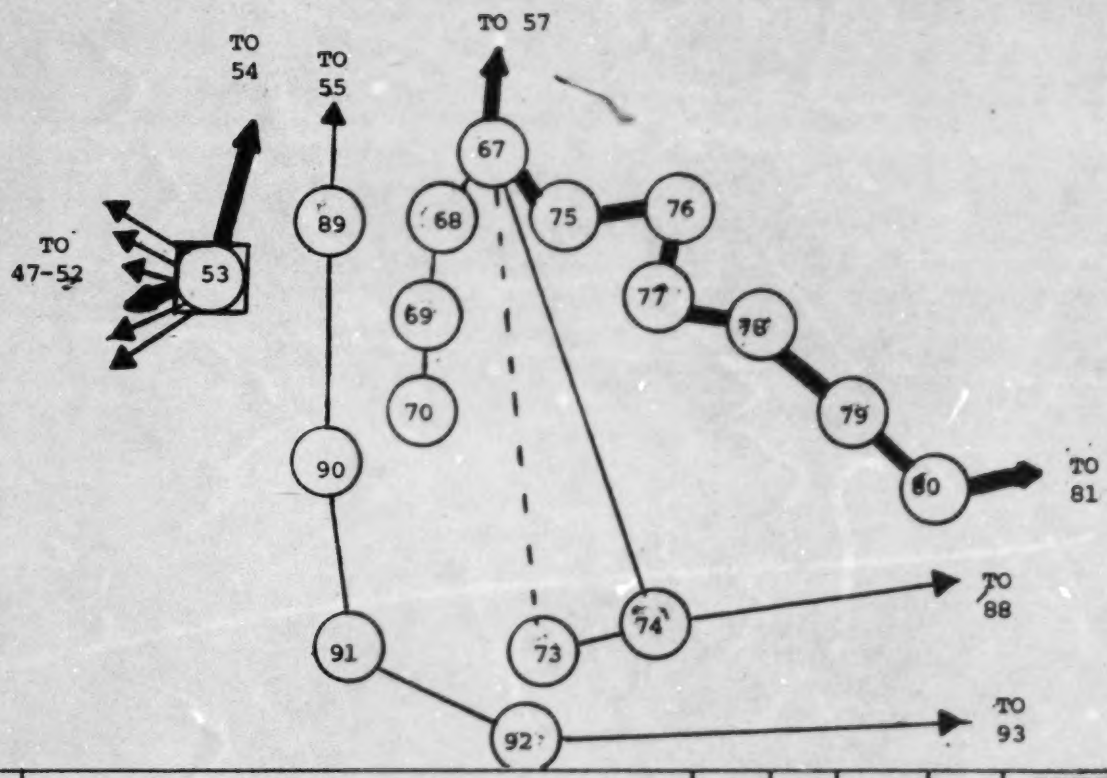
NO.	EVENT	T_e	T_E	T_L	S	FINISH DATE
1	Project Begun	0	0	0	0	6-2-75
2	Director Named	1	1	1	0	6-2-75
3	Position of Coordinator Announced	2	3	3	0	6-4-75
4	Coordinator of PREM Hired	5	8	8	0	6-11-75
5	Position of Secretary Announced	1	9	9	0	6-12-75
6	Graduate Assistant Positions Announced	1	9	9	0	6-12-75
7	Elementary Teacher Position Announced	1	9	9	0	6-12-75
8	Secondary Teacher Position Announced	1	9	9	0	6-12-75
9	Special Education Teacher Position Announced	1	9	9	0	6-12-75
10	All Personnel Hired	5	14	14	0	6-19-75
11	Lines of Communication Identified	5	19	19	0	6-26-75
12	Review of Literature for Development of PERT Chart Completed	5	19	27	8	6-26-75
13	School Site Selected	5	24	24	0	7-3-75
14	Classrooms for Educators Laboratory Selected	3	27	27	0	7-8-75
15	Lines of Communication Established	1	28	28	0	7-9-75
16	PERT Network Designed	5	24	32	8	7-3-75



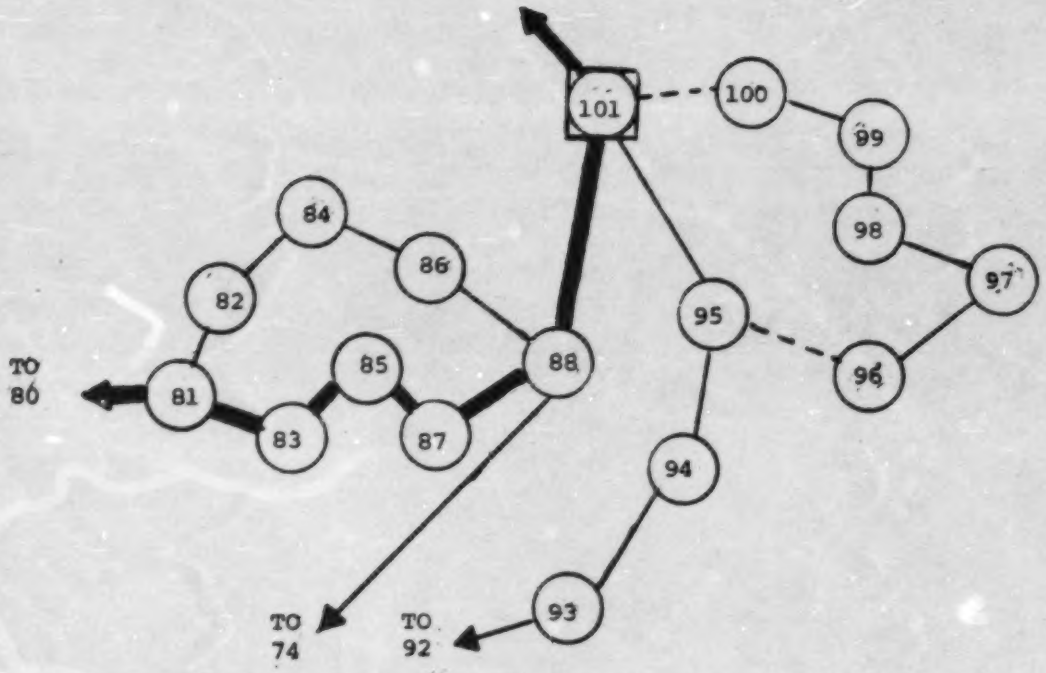
NO.	EVENT	T_e	T_E	T_L	S	FINISH DATE
17	Plans for Development of Educators Laboratory Initiated	1	29	29	0	7-10-75
18	Position of Advisory Council Announced	1	30	30	0	7-11-75
19	Advisory Council Selected	1	31	31	0	7-14-75
20	Role of Advisory Council Identified	2	33	33	0	7-16-75
21	Analysis of PERT Network Completed	1	34	34	0	7-17-75
22	Modifications in PERT Design Completed	2	36	36	0	7-21-75
23	PERT Design Booklet Edited	5	41	41	0	7-28-75
24	PERT Design Booklet Published	15	56	56	0	8-15-75
25	PERT Design Booklet Distributed	1	57	57	0	8-18-75
26	Development of Needs Assessment Initiated	1	35	35	0	7-18-75
27	Agenda for Needs Conference Planned	3	38	38	0	7-23-75
28	Personnel Invited to Participate in Needs Assessment Conference	1	39	39	0	7-24-75
29	Other Personnel for Development of Needs Assessment Instrument Identified	2	37	45	8	7-22-75
30	Personnel Invited to Participate in Planning Needs Assessment Instrument	1	38	46	8	7-23-75
31	Plans completed for Needs Assessment Conference	2	41	41	0	7-28-75
32	Review of Literature on Needs Assessment Instrument	1	42	42	0	7-29-75
33	Conference on Needs Assessment Held	1	42	46	4	7-29-75
34	Meeting to Develop Needs Assessment Instrument Held	1	47	47	0	8-5-75
35	Review of Literature on Needs in the United Stated Initiated	5	42	75	33	8-6-75



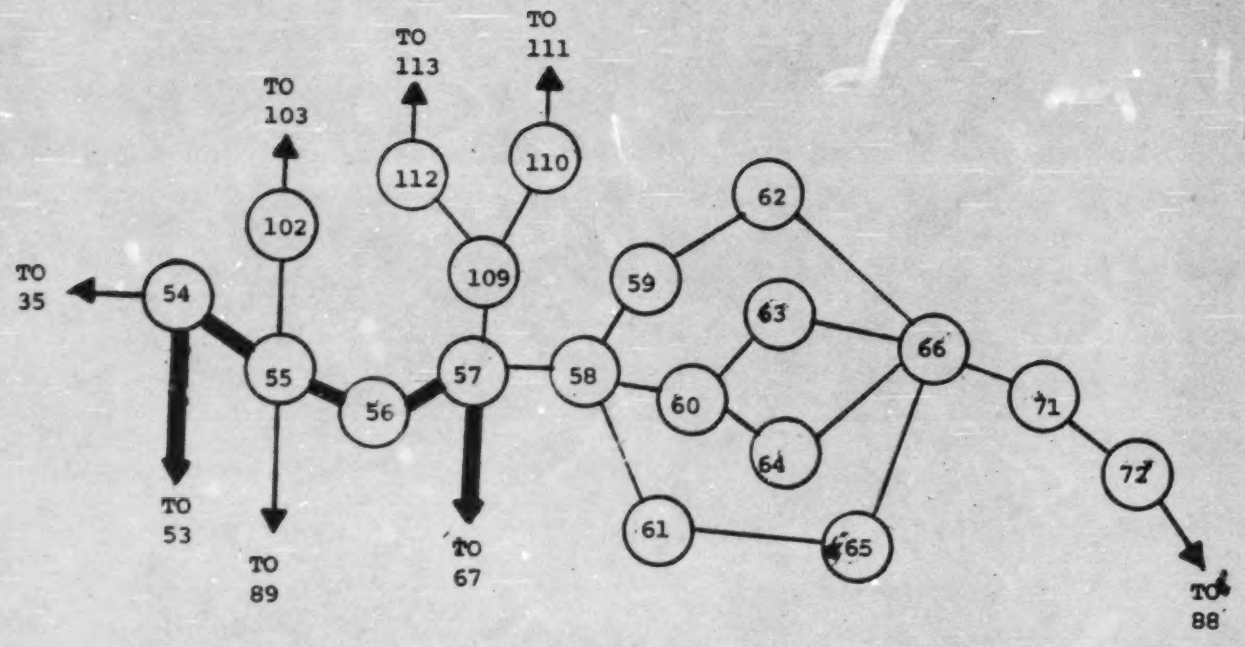
NO.	EVENT	T_e	T_E	T_L	S	FINISH DATE
36	Construction of Needs Assessment Instrument Completed	5	52	52	0	8-12-75
37	Review of Needs Assessment Completed	3	55	55	0	8-15-75
38	Revision of Needs Assessment Instrument Completed	3	58	58	0	8-20-75
39	Plans for Administration of Needs Assessment Instruments Formulated	2	60	60	0	8-22-75
40	Planning and Development Team Instructed on Use of Needs Assessment Instruments	1	61	61	0	8-25-75
41	Teacher Interviewees Randomly Selected	3	64	64	0	8-28-75
42	Parent Interviewees Randomly Selected	3	64	64	0	8-28-75
43	University Faculty Interviewees Randomly Selected	3	64	64	0	8-28-75
44	Pre-Service Teacher Interviewees Randomly Selected	3	64	64	0	8-28-75
45	School District Administration Interviewees Randomly Selected	3	64	64	0	8-28-75
46	Student Interviewees Grades K-12 Randomly Selected	3	64	64	0	8-28-75
47	Needs Assessment Administered to Teachers	10	74	74	0	9-15-75
48	Needs Assessment Administered to Parents	10	74	74	0	9-15-75
49	Needs Assessment Administered to University Faculty	10	74	74	0	9-15-75
50	Needs Assessment Administered to Pre-Service Teachers	10	74	74	0	9-15-75
51	Needs Assessment Administered to School District Administration	10	74	74	0	9-15-75
52	Needs Assessment Administered to Students Grades K-12.	10	74	74	0	9-15-75



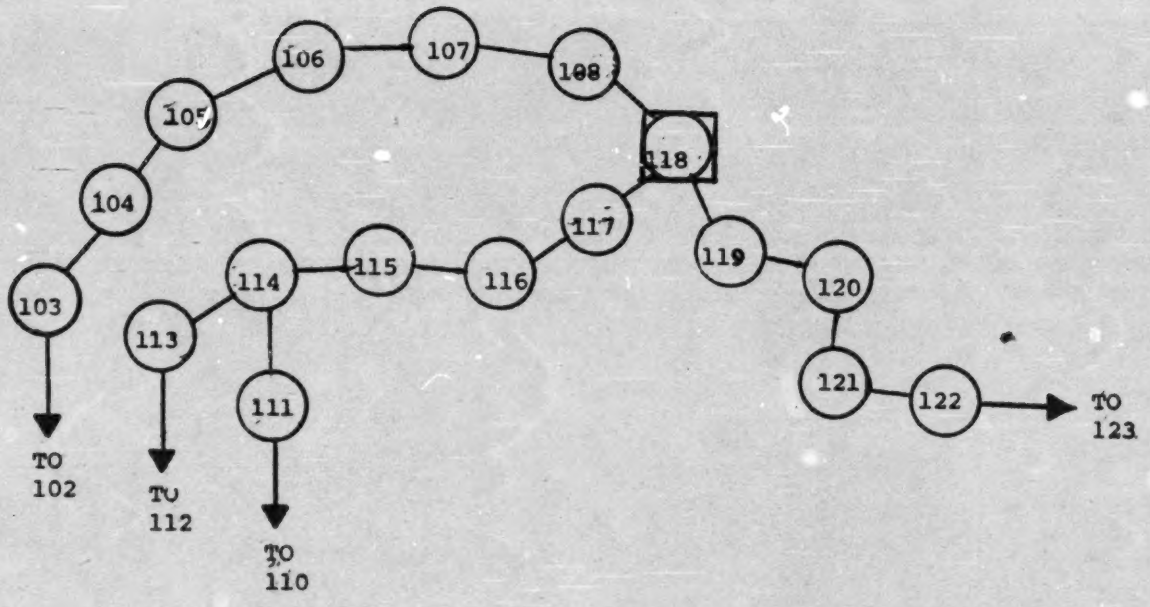
NO.	EVENT	T_e	T_E	T_L	S	FINISH DATE
53	Needs Assessment Completed on Teachers, Parents, University Faculty, Pre-Service Teachers, School District Administration, and Students Grades K-12.	3	77	77	0	9-18-75
67	Skill Tasks Identified	3	86	86	0	10-1-75
68	Evaluation of Needs Booklet Reviewed	5	87	87	0	10-2-75
69	Evaluation of Needs Booklet Published	15	102	102	0	10-23-75
70	Evaluation of Needs Booklet Distributed	1	103	103	0	10-24-75
73	Review of Literature on Assessment Procedures Conducted for Modules	4	90	113	23	10-7-75
74	Assessment Procedures Established for Modules	5	95	118	23	10-14-75
75	Survey of Schools Initiated	1	87	87	0	10-2-75
76	Target Schools Identified	2	89	89	0	10-6-75
77	School Administration Consulted	1	90	90	0	10-7-75
78	Visitations for Survey Scheduled	1	91	91	0	10-8-75
79	Survey of Programs Completed	5	96	96	0	10-15-75
80	Survey of Programs Analyzed	2	98	98	0	10-17-75
89	Initiated Development of Second Year Proposal	1	82	109	27	9-25-75
90	Conference for Second Year Proposal Planned	1	83	110	27	9-26-75
91	Conference for Second Year Proposal Held	3	86	113	43	10-1-75
92	Second Year Proposal Written	5	91	118	27	10-8-75



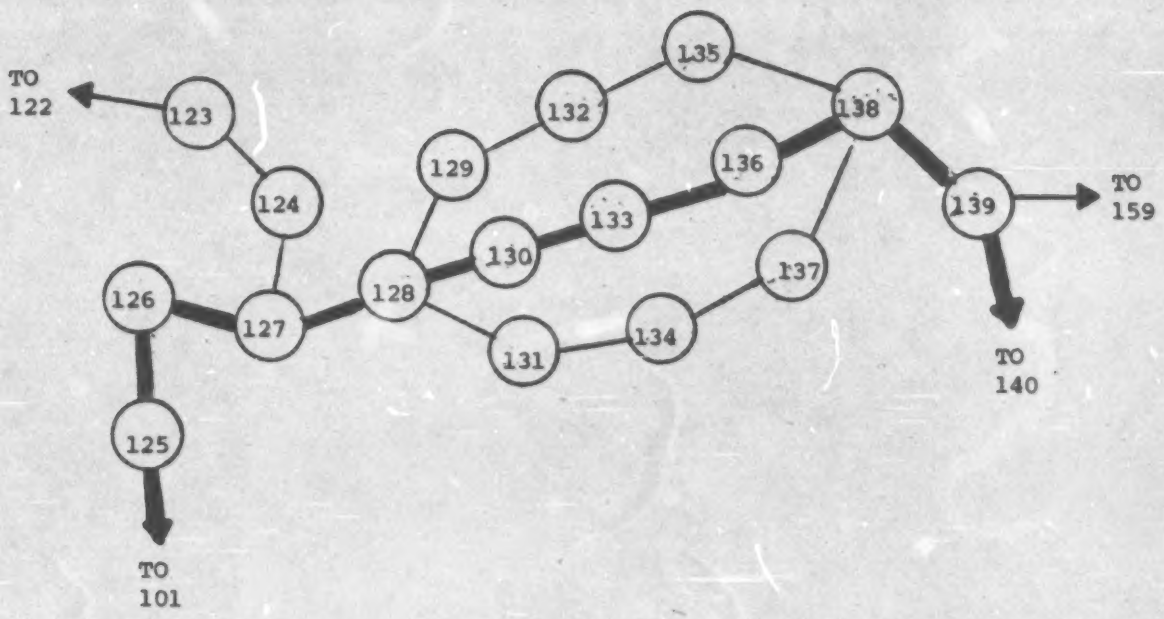
NO.	EVENT	T_e	T_E	T_L	S	FINISH DATE
81	Exemplary Programs Identified	1	99	99	0	10-20-75
82	Videotape Sessions of Exemplary Programs Scheduled	1	100	100	0	10-21-75
83	Slide-Tape Sessions of Exemplary Programs Scheduled	1	100	100	0	10-21-75
84	Videotape Presentations of Exemplary Programs Produced	5	105	105	0	10-28-75
85	Slide-Tape Presentations of Exemplary Programs Produced	5	105	105	0	10-28-75
86	Videotapes Edited	15	120	120	0	11-18-75
87	Slide-Tapes Edited	15	120	120	0	11-18-75
88	Modules Designed	1	121	121	0	11-19-75
93	Second Year Proposal Reviewed and Revised	2	93	120	27	10-10-75
94	Second Year Proposal Completed	2	95	122	27	10-14-75
95	Second Year Proposal Distributed	1	96	123	27	10-15-75
96	Planning Schedule for Third Year Initiated	1	97	115	18	10-16-75
97	Third Year Schedule Written	5	102	120	18	10-23-75
98	Third Year Schedule Revised	2	104	122	18	10-27-75
99	Third Year Schedule Completed	2	106	124	18	10-29-75
100	Third Year Schedule Distributed	1	107	125	18	10-30-75
101	Modules Completed	1	126	126	0	11-26-75



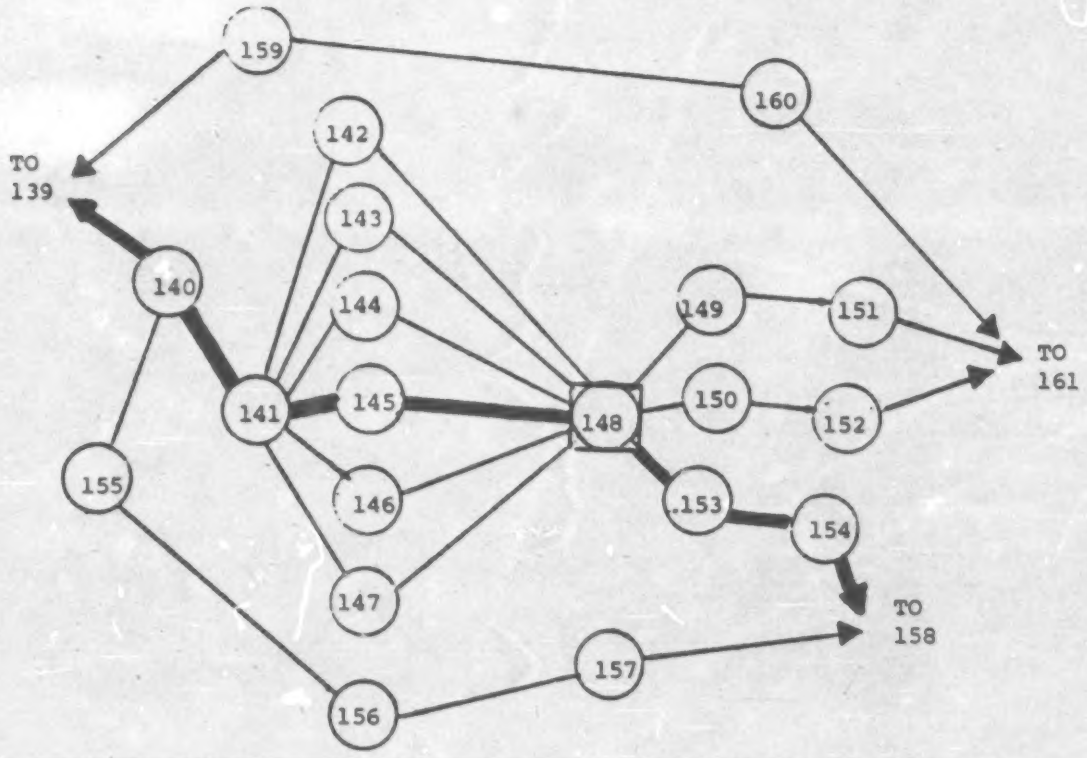
NO.	EVENT	T_e	T_E	T_L	S	FINISH DATE
54	Evaluation of Needs Assessment Completed	3	80	80	0	9-23-75
55	Major Competencies Identified	1	81	81	0	9-24-75
56	Major Competency Areas Classified	1	82	82	0	9-25-75
57	Criterion Levels Identified	1	83	83	0	9-26-75
58	Collection of Previously Produced Materials and Modules Initiated	1	84	90	6	9-29-75
59	Letters Written--Universities, Media Centers, and School Districts	3	87	93	6	10-2-75
60	Interdepartment Memos Sent--Requesting Module Materials from University of Texas	3	87	98	11	10-2-75
61	Letters Written Requesting Modules--Commercial Sources	3	87	93	6	10-2-75
62	Follow-up Letters Sent to Universities Media Centers and School Districts	10	97	103	6	10-16-75
63	Phone Calls Made to University of Texas Departments	5	92	103	11	10-9-75
64	Personal Visit Made to University of Texas Departments	5	92	103	11	10-9-75
65	Follow-up Letter Sent to Commercial Sources	10	97	103	6	10-16-75
66	Module Materials from Universities Media Centers, and School Districts Reviewed	5	102	108	6	10-23-75
71	All Modules Adapted	5	107	113	6	10-30-75
72	All Modules Revised	5	112	118	6	11-6-75
102	Development of Educators Laboratory Initiated	1	82	89	7	9-25-75
109	System of Usage of Equipment in Educators Laboratory Implemented	1	84	108	24	9-29-75
110	Collection of Previously Developed Delivery Systems Initiated	1	85	109	24	9-30-75
112	Review of Literature on Delivery Systems Initiated	1	85	109	24	9-30-75



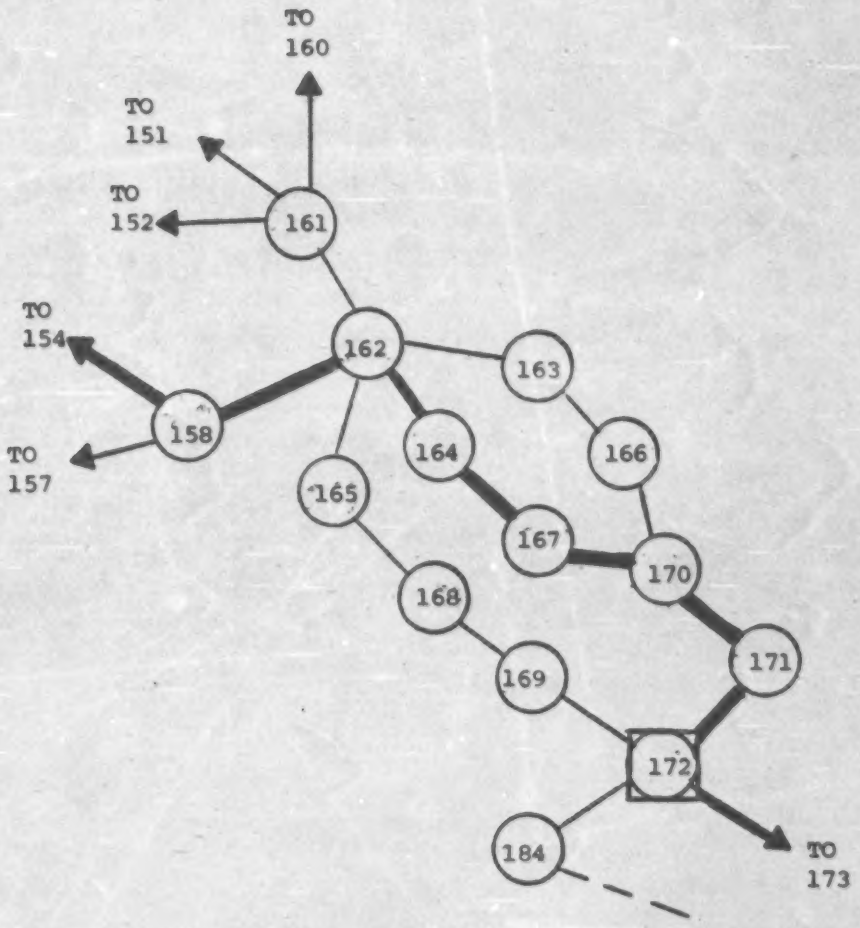
NO.	EVENT	T_e	T_E	T_L	S	FINISH DATE
103	Educators Laboratory Designed	5	87	94	7	10-2-75
104	Educators Laboratory Design Reviewed and Revised by Advisory Council and Planning and Development Team	5	92	99	7	10-9-75
105	Equipment to be Purchased for Educators Laboratory Determined	1	93	100	7	10-10-75
106	Equipment Purchased for Educators Laboratory	1	94	101	7	10-13-75
107	Equipment Installed in Educators Laboratory	20	114	121	7	11-10-75
108	System for Usage of Equipment in Educators Laboratory Established	2	116	123	7	11-12-75
111	Previously Developed Delivery Systems Reviewed	5	90	114	24	10-7-75
113	Review of Literature on Delivery Systems Completed	5	90	114	24	10-7-75
114	Previously Developed Delivery Systems Revised	3	93	117	24	10-10-75
115	Information on Delivery Systems Compiled	2	95	119	24	10-14-75
116	Delivery Systems Designed	3	98	122	24	10-17-75
117	Delivery Systems Design Reviewed	1	99	123	24	10-18-75
118	Revision of Delivery Systems Completed	3	119	126	7	11-17-75
119	Delivery Systems Implemented in Educators Laboratory	2	121	128	7	11-19-75
120	Plans for Field Testing Delivery Systems Designed	3	124	131	7	11-24-75
121	Plans for Field Testing Delivery Systems Reviewed	1	125	132	7	11-25-75
122	Plans for Field Testing Delivery Systems Revised	1	126	133	7	11-26-75



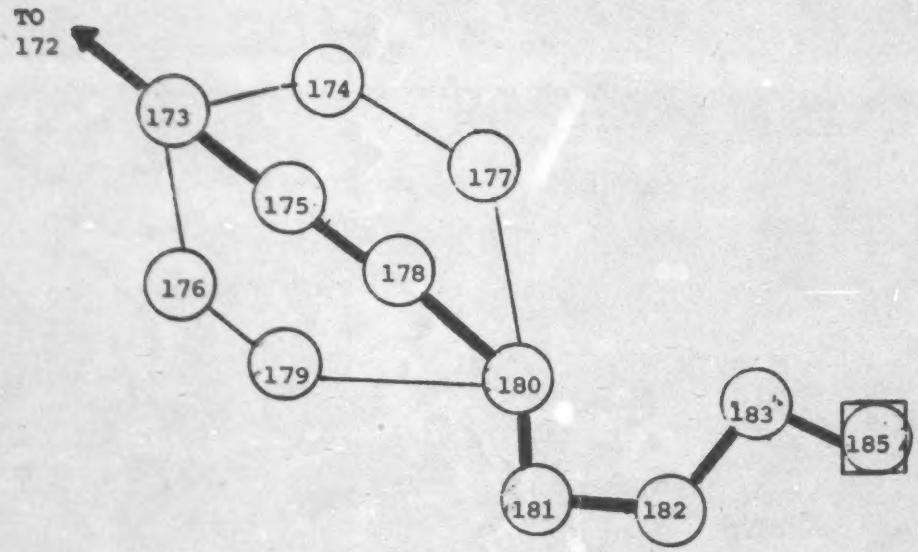
NO.	EVENT	T_e	T_E	T_L	S	FINISH DATE
123	Assessment Procedure for Field Testing Delivery Systems Revised	1	127	134	7	12-1-75
124	Assessment Procedure for Field Testing Delivery Systems Completed	2	129	136	7	12-3-75
125	Completed Modules Placed in Educators' Laboratory	1	127	127	0	12-1-75
126	Assessment Procedure for Modules Designed	5	132	132	0	12-8-75
127	Evaluation Plans for Modules and Delivery Systems Completed	5	137	137	0	12-15-75
128	Field Testing of Modules and Delivery Systems Initiated	1	138	138	0	12-16-75
129	Austin Independent School District Contacted to Schedule In-Service Training of Teachers	1	139	139	0	12-17-75
130	Elementary Chairman at University of Texas Contacted	1	139	139	0	12-17-75
131	Secondary Chairman at University of Texas Contacted	1	139	139	0	12-17-75
132	Building Principals Contacted	2	141	141	0	12-19-75
133	Elementary Block Professors Contacted	2	141	141	0	12-19-75
134	Secondary Block Professors Contacted	2	141	141	0	12-19-75
135	Teachers Identified	3	144	144	0	1-7-76
136	Pre-Service Elementary Teachers Identified	3	144	144	0	1-7-76
137	Pre-Service Secondary Teachers Identified	3	144	144	0	1-7-76
138	All Participants Notified	2	146	146	0	1-9-76
139	Times Scheduled for Educators Laboratory Experiences	3	149	149	0	1-14-75



NO.	EVENT	T_e	T_E	T_L	S	FINISH DATE
140	Times Scheduled for Field Experiences in Identified Exemplary Programs	S	154	154	0	1-21-76
141	Collection of Data on Evaluation of Systems Initiated	1	155	155	0	1-22-76
142	Movement of Teachers through Systems Completed	20	175	175	0	2-19-76
143	Movement of Elementary Pre-Service Teachers Through Systems Completed	20	175	175	0	2-19-76
144	Movement of Secondary Pre-Service Teachers Through Systems Completed	20	175	175	0	2-19-76
145	Movement of Teachers Through Modules Completed	20	175	175	0	2-19-75
146	Movement of Elementary Pre-Service Teachers Through Modules Completed	20	175	175	0	2-19-75
147	Movement of Secondary Pre-Service Teachers Through Modules Completed	20	175	175	0	2-19-75
148	Data From Field-Testing of Delivery Systems and Modules Collected	3	178	178	0	2-24-76
149	Data From Field-Testing of Systems Analyzed	10	I88	190	2	3-9-75
150	Data From Field-Testing of Modules Analyzed	10	188	190	2	3-9-76
151	Data From Field Testing of Delivery Systems Evaluated	3	191	193	2	3-12-76
152	Data From Field Testing of Modules Evaluated	3	191	193	2	3-12-76
153	Data on Student Achievement of Criterion Analyzed	10	188	188	0	3-9-76
154	Data on Student Achievement of Criterion Evaluated	3	191	191	0	3-12-76
155	Evaluation of Student Progress Through Modules and Delivery Systems Initiated	1	155	161	6	1-22-76
156	Data Collected on Field Experiences	20	175	181	6	2-19-76
157	Data Analyzed on Field Experiences	10	185	191	6	3-4-76
159	Evaluation of Space Utilization of Educators' Laboratory Initiated	1	150	190	40	1-15-76
160	Evaluation of Space Utilization of Educators' Laboratory Completed	3	153	193	40	1-20-76



NO.	EVENT	T_e	T_E	T_L	S	FINISH DATE
158	Analysis of Student Progress Compiled	3	194	194	0	3-17-76
161	Compatibility of Delivery Systems, Modules, Educators'Laboratory Determined	1	192	192	2	3-15-76
162	Revision of Delivery Systems and Modules Initiated	1	195	195	0	3-18-75
163	Problem Areas in Delivery Systems Identified	2	197	202	5	3-22-76
164	Problem Areas in Modules Identified	2	197	197	0	3-22-76
165	Space Utilization in Educators' Laboratory Reviewed	1	196	208	12	3-19-76
166	Revision of Delivery Systems Completed	3	200	205	5	3-25-76
167	Revision of Modules Completed	8	205	205	0	4-1-76
168	Problem Areas in Educators'Laboratory Identified	1	197	209	12	3-22-76
169	Design of Educators'Laboratory Revised for Most Efficient Use of Space	2	199	211	12	3-24-76
170	Review of Compatibility of Revised Modules and Delivery Systems Completed	1	206	206	0	4-2-76
171	Revised Modules and Delivery Systems Installed in Educators'Laboratory	5	211	211	0	4-9-76
172	Integration of Revised Modules and Delivery Systems into Educators'Laboratory Completed	5	216	216	0	4-20-76
184	Second Year Activities Initiated	1	217	217	0	5-19-76

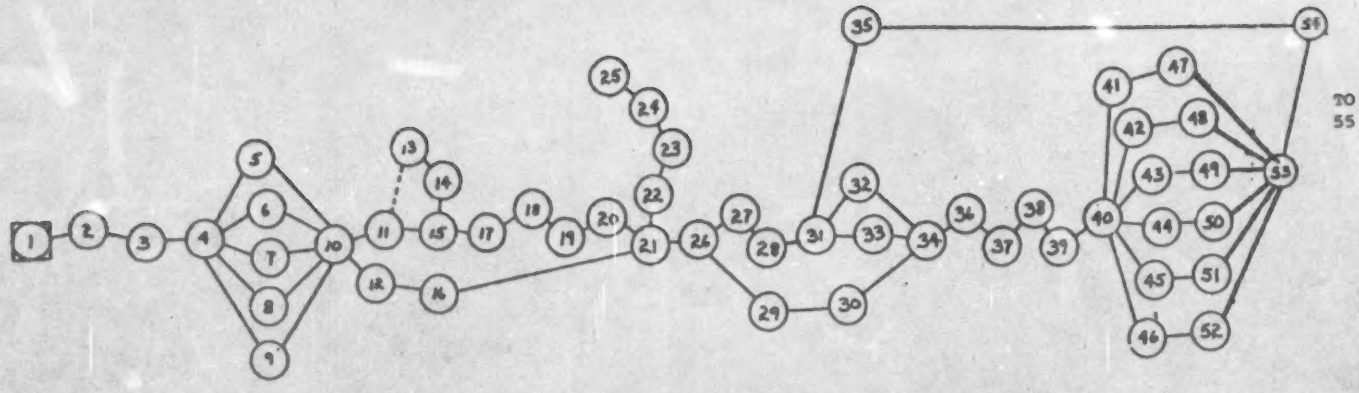


NO.	EVENT	T_e	T_E	T_L	S	FINISH DATE
173	Writing Final Reports Initiated	1	217	217	0	4-21-76
174	Final Report on Delivery Systems Written	5	222	222	0	4-28-76
175	Final Report on Modules Written	5	222	222	0	4-28-76
176	Final Report on Student Progress and Competency Levels Written	5	222	222	0	4-28-76
177	Final Report on Delivery Systems Revised	2	224	224	0	4-30-76
178	Final Report on Modules Revised	2	224	224	0	4-30-76
179	Final Report on Student Progress and Competency Levels Revised	2	224	224	0	4-30-76
180	Three Final Reports Compiled	3	227	227	0	5-5-76
181	Final Report Revised	2	229	229	0	5-7-76
182	Final Report Edited	1	230	230	0	5-10-76
183	Final Report Published	5	235	235	0	5-17-76
185	Final Report Distributed	2	237	237	0	5-21-76

PERT DESIGN

FOR FIRST YEAR OF PREM

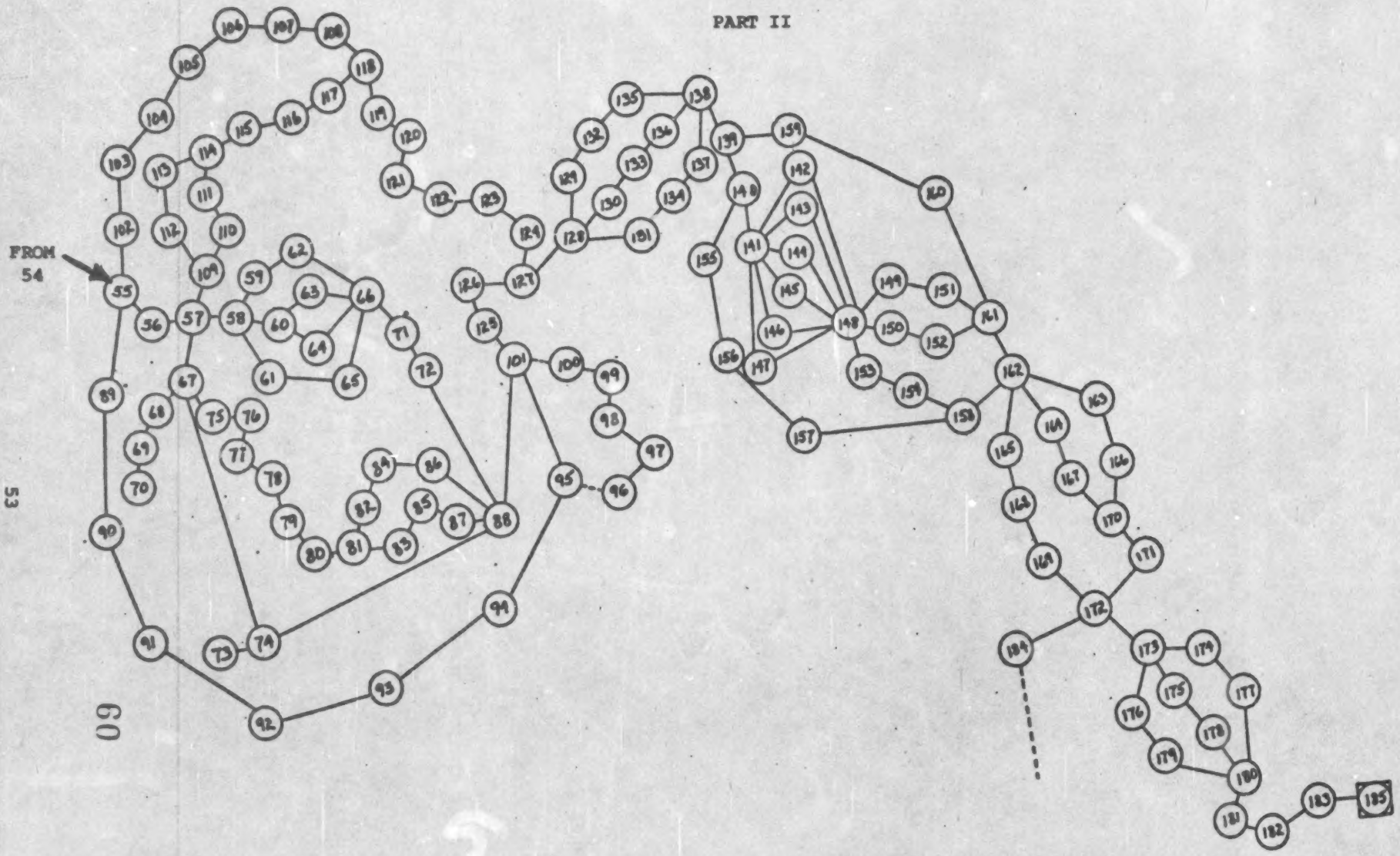
PART I



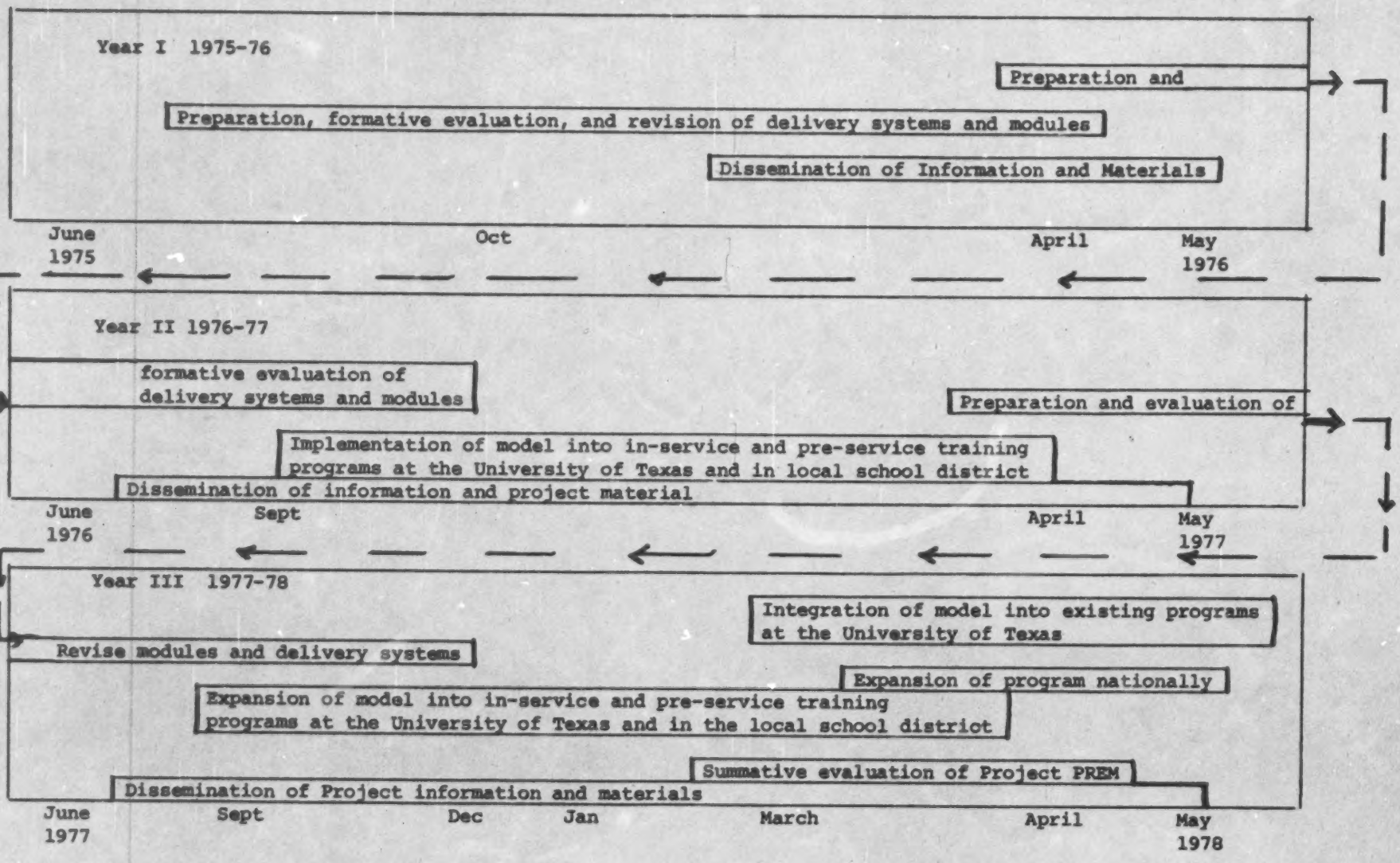
PERT DESIGN

FOR FIRST YEAR OF PREM

PART II



PREM Three Year Sequence of Major Activities


Year I 1975-76
Preparation and
Preparation, formative evaluation, and revision of delivery systems and modules
Dissemination of Information and Materials
June 1975
Oct
April
May 1976
Year II 1976-77
formative evaluation of delivery systems and modules
Preparation and evaluation of
Implementation of model into in-service and pre-service training programs at the University of Texas and in local school district
Dissemination of information and project material
June 1976
Sept
April
May 1977
Year III 1977-78
Integration of model into existing programs at the University of Texas
Revise modules and delivery systems
Expansion of program nationally
Expansion of model into in-service and pre-service training programs at the University of Texas and in the local school district
Summative evaluation of Project PREM
Dissemination of Project information and materials
June 1977
Sept
Dec
Jan
March
April
May 1978

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